

School Activities

RECOGNITION DAY CEREMONY

Marie Rita Messer

A COLLEGE PROGRAM OF CITIZENSHIP TRAINING

Waldo Crippen

OUR ANNUAL SPRING FESTIVAL

Virginia Jackson and Charlotte Weinbach

THE CASE AGAINST GOVERNMENT OWNERSHIP OF ELECTRIC UTILITIES

Harold E. Gibson

BEDLAM USED TO BEGIN AT 12:15

Edward R. Lorenz

THE TRIAL OF MISS EXTRA-CURRICULAR ACTIVITIES

Sybil Lamb and James Fox

DEBATE AS A HIGH SCHOOL ELECTIVE

O. E. Pore

HOW WE DO IT

C. E. Erickson

SCHOOL CLUBS

Edgar G. Johnston

STUNTS AND PROGRAM MATERIAL

W. Marlin Butts

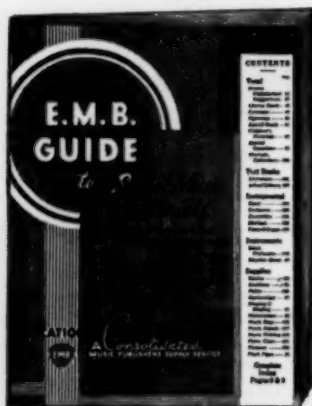
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School Activities

The National Extra-Curricular Magazine

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Contents

As the Editor Sees It.....	98	News, Notes, and Comments.....	118
Recognition Day Ceremony.....	99	How We Do It.....	120
A College Program of Citizenship Training.....	101	Have You Read These?.....	126
Our Annual Spring Festival.....	103	School Clubs.....	127
The Case Against Government Ownership of Electric Utilities.....	105	Stunts and Program Material.....	132
Bedlam Used to Begin at 12:15.....	108	Parties for the Season.....	137
The Trial of Miss Extra-Curricular Activities..	110	School Activities Book Shelf.....	142
Debate As a High School Elective.....	113	Comedy Cues.....	144

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As the Editor Sees It

The widespread use of "human interest" stories and photographs showing political candidates fishing, swimming, yachting, riding, attending church, depicting their views on non-pertinent topics, showing how the members of their family dress, etc., is hardly complimentary, to say the least, to the understanding of the voter; they are only vote-snaring devices to capture nit-wit votes—not one of them represents competency to handle important government issues. The sad thing about it is, of course, that a nit-wit vote counts just as much as an intelligent vote. In any case, in our school elections and in our discussions of politics let's make a serious effort to educate the students so that such asinine appeals will be considered just what they are—insults to the intelligence of a voter.

Lulu Dwin, colored, of the Weaver High School, Hartford, Connecticut (a school predominantly white in population) was voted the "Most Courteous" girl in last spring's graduating class. The real things for which education stands know no race, creed, or color lines.

Perhaps such famous individuals as Bori, Tibbett, Eddy, Thomas, Giannini, Martinelli, Jacobinoff, Einstein, Phelps, Rickenbacker, von Luckner, Skinner, and others are not so available to your school as they are to Northeast High School, Philadelphia. However, we are certain that there are, in your community, outstanding persons other than ministers and teachers who can contribute substantially to your students' experiences. Why not have your assembly committee survey the community for varied and profitable talent?

Now for a merry civil war in Connecticut, with the D. A. R. supporting teachers' oath legislation and The American Legion opposing it. We vote with the gentlemen.

Ten years ago in practically all public schools the trip or "excursion" was very

definitely an "extra-curricular" activity. Now thousands of such trips are made annually as a part of the regular curricular courses. This development is not only due to increased ease of transportation and the greater prevalence of school buses, but also to the fact that this activity is so easily correlated with the various subjects—it is so logically a part of them. Another balmy episode in the romance between "Curriculum" and "Extra-Curriculum." All signs point toward an early wedding.

In the Morgan Park High School, Duluth, Minnesota, the students write their own excuses for absence and tardiness, and Principal Henry A. Gilruth and his faculty, after several semesters of successful experience with it, vigorously support the plan. Good citizenship is developed only in and through opportunities for personal responsibility.

Why not call the council a "school council" rather than a "student council?" Such a designation is not only more dignified but it is also more accurate, especially in those schools in which faculty members are elected by the staff instead of being appointed by the principal. Moreover, the term will help us to get away from the "self-government" implications which are now so closely associated with the "student council."

Night football, this year more popular in secondary schools than ever before, has its advantages and its disadvantages. Its main advantage is that many more spectators can attend the games than if they are played in the daytime. This advantage is also its main disadvantage—more spectators, more cash, and a consequent greater demand for winning teams to please the customers. Night football will hinder the development of the present growing and commendable feeling that all school admission fees should be eliminated. If you plan to eliminate admission fees—a wise and logical thing to do—better do it before you arrange for night football. 'Twill be easier before than after.

School Activities

Recognition Day Ceremony

MARIE RITA MESSER

Activity Director, Gladstone Junior High School, Pittsburgh, Pennsylvania

THE School President, attended by two pages in costume, steps outside the closed curtains of the stage.

School President: "We have met here today for the purpose of giving recognition to those who have faithfully lived up to our school motto: 'Tis service that measures success'."

School Vice President (from the rear): "Mr. President."

School President: "Mr. Vice President."

School Vice President: "The citizens who are to be recognized today as loyal servants of our Alma Mater await your further commands."

School President: "Let those who have served our Alma Mater faithfully during the past semester now enter our presence."

(The president waits at attention while the group to be recognized files into the auditorium and stands in the center front. He signals them to be seated. The curtain slowly rises, revealing Alma Mater and her twelve attendants. Two stand at each side of her, holding the blue and silver books. Ten are seated around her.)

President (to the audience): "Gladstonians, you behold before you the figure of your Alma Mater, your school mother. Gathered around her, the handmaidens who serve you, who fulfill her high commands. What is the message that your Alma Mater brings to you on Recognition Day? It is a message of love and of service, a call to the finer and the higher ideals of life."

"Hail, Alma Mater! Behold, here assembled before you, are those who have served you long and well. They beg of you a token of love and of blessing, that they may depart upon the path of life strengthened by your encouragement, lifted up by your praise."

Alma Mater: "Who are those who beg of us a token of love and of blessing?"

President: "Most powerful mother, they are your favorite sons and daughters, your most beloved because they have served you best. They are the good, the outstanding citizens of Gladstone who here request your grace."

Alma Mater: "Because they are our best, they are our most beloved. Because they are our best, the greatest duties rest upon them, the heaviest responsibilities. They must beware of pride in their accomplishments, lest perhaps they dash

themselves upon the stony rocks of life. I would, therefore, before I yield my blessing, impart to them the message of my handmaidens. Speak, Virtues! Let my children here assembled hear the wisdom of the ages, the admonition of the wise."

(As each virtue speaks, she rises, bows low before Alma Mater, rises at Alma Mater's command, and then turns toward the assembly with outstretched hand.)

Character: "Most reverent mother!"

Alma Mater: "Daughter, speak!"

Character: "I am character, the firm foundation stone upon which other virtues rest. Without me, high ideals are meaningless; high purposes, impossible; no life complete without me. Through sacrifice and service do I develop well the qualities of good citizenship. He is the good citizen who builds his life upon my sure foundation:

'Whose words are bonds, whose oaths are oracles,
Whose love sincere, whose thoughts immaculate,
Whose tears, pure messengers sent from his heart,
Whose heart as far from fraud as Heaven from earth'."

Service: "Most faithful mother."

Alma Mater: "Daughter, speak!"

Service: "I am service. I am the rock upon which good citizenship rests. I am the thousand little menial tasks that each day presents to each good citizen. Seldom am I some great feat of valor. For every deed of valor that I present to man, I proffer him a hundred little tasks of seeming unimportance but of great consequence in the complex scheme of life. I am your daily tasks; perform me well."

'To each man is given a day, and his work for the day;
And once, and no more, he is given to travel that way.
And woe if he flies from the task whatever the odds;
For the task is appointed to him on the scroll of the gods.

'There is waiting a work where only his hands can avail;
And so, if he falters, a chord in the music will fail.

He may laugh to the sky, he may lie for an hour
in the sun;
But he dare not go hence till the labor appointed
is done.

'To each man is given a marble to carve for the
wall;
A stone that is needed to heighten the beauty of
all;
And only his soul has the magic to give it a
grace;
And only his hands the cunning to put it in
place.

'Yes, the task that is given to each man, no other
can do;
So the errand is waiting; it has waited through
ages, for you;
And now you appear; and the hushed ones are
turning their gaze,
To see what you do with your chance in the
chamber of days.'

Leadership: "Most beloved mother!"

Alma Mater: "Daughter, speak!"

Leadership: "I am the inspiration of the masses,
the faithful leader of the flock. To me is en-
trusted the wisdom of the ages, the vision of the
future. I am the mind of the people; I am the
eyes of the mass. Woe to them if I fail them; woe
to the plan of Divinity which trusts them unto
me. He is the outstanding citizen who possesses
leadership. He is the great leader of whom it
may be said:

'The man was loved, the man was idolized;
The man had every just and noble gift.
He took great burdens and he bore them well,
Believed in God, but did not preach too much.'

Responsibility: "Most kindly mother!"

Alma Mater: "Daughter, speak!"

Responsibility: "I am responsibility. Without me,
there can be no leadership, no service. The good
citizen respects me, accepts me. 'Responsibilities
gravitate to the person who can shoulder them,
and power flows to the man who knows how.'

'We live in deeds, not years; in thoughts, not
breaths;
In feelings, not in figures on a dial.
We should count time by heart throbs. He most
lives
Who thinks most, feels the noblest, acts the best.'

Co-operation: "Most beloved mother!"

Alma Mater: "Daughter, speak!"

Co-operation: "I am co-operation. Without me,
leadership and service are impossible. I am the
balance wheel between the lost and the won. Great
leaders have failed for lack of me; great causes
have been lost without me.

'It's all very well to have courage and skill,
And it's fine to be counted a star,
But the single deed with its touch of thrill

Doesn't tell us the man you are.
For there's no lone hand in the game we play,
We must work to a bigger scheme,
And the thing that counts in the world today,
Is how did you pull with the team?

'They may sound your praise and call you great,
They may single you out for fame,
But you must work with your running mate,
Or you'll never win the game;
For never the work of life is done,
By the man with the selfish dream,
For the battle is lost or the battle is won,
By the spirit of the team.

'You may think it fine to be praised for skill,
But a greater thing to do,
Is to set your mind and to set your will
On the goal that's just in view.
It's helping your fellow-man to score,
When his chances hopeless seem,
It's forgetting self till the game is o'er,
And fighting for the team.'

Sportsmanship: "Most lovely mother!"

Alma Mater: "Daughter, speak!"

Sportsmanship: "I am sportsmanship. I know,
therefore, that it is inexcusable not to use my op-
ponent a little better than myself, not to trust him
a little further than I trust myself. I know that
sportsmanship applies to life as well as games,
and that it is this larger sportsmanship that I
must practice, the sportsmanship of the game of
life.

'The sand of the desert is sodden red,
Red with the wreck of a square that broke;
The gatling's jammed, and the colonel dead,
And the regiment blind with dust and smoke;
The river of death has brimmed his banks,
And England's far, and Honor a name,
But the voice of a schoolboy rallies the rank:
'Play up! Play up! And play the game!'

'This is the word that year by year
While in her place the school is set,
Everyone of her sons must hear,
And none that hear it dare forget.
This they all with a jovful mind
Bear through life like a torch in flame,
And falling, fling to the host behind,
'Play up! Play up! And play the game!'

Courage: "Most sweet mother!"

Alma Mater: "Daughter, speak!"

Courage: "I am courage. The good citizen must
fight the game of life courageously. Courage does
not mean conspicuous valor. He is not the hero
who performs the most conspicuous deeds. Doing
the every-day tasks of life in the face of the
heart-aches and the burdens of life—that is
courage.

'Courage is not just to bare one's bosom to the
sabre-thrust,
Alone in daring;

Courage is to grieve, to have the hurt, and make the world

Believe you are not caring;

Courage does not lie alone in dying for a cause. To die

Is only giving.

Courage is to feel the daily daggers of life's relentless

And keep on living'."

Vision: "Most admirable mother!"

Alma Mater: "Daughter, speak!"

Vision: "I am vision. Through me, great minds gaze through the hour-glass of time, and make the present and the future meet. Without vision, progress is impossible. He is outstanding citizen

who possesses vision to the most marked degree:

"The world stands out on either side,

No wider than the heart is wide;

Above the world is stretched the sky—

No higher than the soul is high.

The heart can push the sea and land

Further away on either hand;

The soul can split the sky in two,

And let the face of God shine through;

And he whose soul is flat, the sky—

Will cave in on him bye and bye."

Wisdom: "Most admirable mother!"

Alma Mater: "Daughter, speak!"

(Continued on page 116)

A College Program of Citizenship Training

WALDO CRIPPEN

History Instructor, Washburn College, Topeka, Kansas

IN A PERIOD when American traditions and theories of democracy are being challenged by widely different concepts of government and social order there is an increasing need for the youth of our nation to become better informed concerning the privileges as well as the responsibilities inherent in American citizenship. In recognition of this fact the faculty and trustees of Washburn College have made provision for the establishment of a far reaching and effective program for training its students in the theoretical and practical aspects of American citizenship, which has won the attention and commendation of educators throughout the nation.

The keystone of Washburn's project in citizenship training is to be found in its Department of American Citizenship and Public Affairs. This department, which is one of the largest in the college, was made possible through a generous endowment gift by the late George I. Alden of Worcester, Massachusetts. It was organized, and is at present directed, by Dr. Parley P. Womer, who is president emeritus of Washburn College and nationally prominent as the chairman of the National Citizen's Council Board coordinated with the National Municipal League. Dr. Womer is widely known as a leader in the field of citizenship training, and the success of the Department is, in large measure, due to his enthusiastic and efficient supervision. The faculty of the Department also includes Dr. Bertram W. Maxwell, author of the well known book, *The Soviet State*, Professor William A. Irwin, whose work in the field of economics has won much attention, and Assistant Professor Waldo Crippen. The Depart-

ment offers a wide variety of courses including *History of American Civilization*, *Government of the United States*, *History of American World Relations*, *International Law*, *Comparative Government*, *Contemporary Political Thought*, *Municipal Government*, *Public Administration*, and *Political Parties*. A specialized seminar course in *Competent American Citizenship* is also offered to juniors and seniors. Courses in this and related departments in the college afford excellent training for those students desiring to qualify as workers in the field of social welfare.

Realizing, however, that academic training is not in itself sufficient to enable students to properly understand the complex problems of American citizenship the department, in cooperation with the Topeka Citizens' Council, has encouraged the formation of a Students Citizen Council for the purpose of supplementing class work by providing an opportunity for the practical application of the principles studied through the work and initiative of the students themselves. The Students Council thus serves as a sort of citizenship laboratory which permits the students to translate study into action and thus come to realize that our present problems are possible of solution only through the development of a sense of responsibility and the use of personal initiative expressed through effective cooperation.

The Students Citizen Council has been enthusiastically received by the student body and has a membership of nearly 500 students. Its officers, consisting of a president, secretary, and executive committee, are elected by the members of the

Council, and the meetings of the organization are entirely under student control and supervision, except for such suggestions as may be offered by faculty advisors.

The Washburn Students Citizen Council has been very active, since its inception, in the work of encouraging the formation of similar organizations in neighboring colleges. This policy of expansion has met with unusual success and has aided in the establishing of such student groups in Park College, Salina Wesleyan, and Baker University. Exchange meetings are conducted between the Washburn Council and the organizations of these colleges, and these meetings have proved to be of great value and interest to the students of the institutions concerned.

The Washburn Council holds monthly meetings. During the school year of 1934-35 the plan of inviting speakers to discuss important current problems and lead student discussions was employed with considerable success. Among the speakers appearing before the group during that year were such well known men as Dr. Burris Jenkins and former Congressman Homer Hoch of Kansas. During the past school year, however, a different plan was adopted with even greater success—that of having student speakers present the aspects of the problem under consideration and encouraging a free discussion of the subject by the members of the group. Following this plan the October meeting of last year dealt with America's attitude toward the European crisis occasioned by the Ethiopian problem. The November meeting was conducted jointly with the social science honorary fraternity *Pi Gamma Mu* and was devoted to a valuable analysis of the social security question. At the December meeting a delegation from Park College presented a comprehensive program on the United States Agricultural Policy. Baker University had charge of the January meeting, at which the topic for consideration was the Co-operative Movement in the United States. This meeting was unusually successful and aroused much discussion among the Washburn students. The February meeting was in charge of the Washburn Council and dealt with the local problem of the improvement of student self government at Washburn. The average attendance at the meetings was around 300 students.

It is apparent from the above statements that the program of the Washburn Council presents a comprehensive effort to deal with some of the most pressing and vital problems of our day. The Council is non partisan in politics and attempts to further free discussion of all subjects considered from varying points of view while permitting its members full liberty of personal opinion. The Council co-operates fully with the To-

peka Citizen's Council, an organization affiliated with the National Federation of Citizen's Councils. It thus becomes a part of a great national movement aiming to revive an intelligent and healthy interest in civic affairs on the part of the American people. Its formation is an attempt to put into practical application the accepted principle that an intelligent citizenry is necessary if our system of democracy is to accomplish its objectives and further its ideals.

Another method of encouraging interest in things pertaining to American citizenship at Washburn is to be found in the work of the International Relations Club which, under the direction of its sponsor, Dr. Bertram W. Maxwell, holds monthly meetings for the discussion of current world problems. This club brings noted speakers to the college and was represented last year by a delegation of students at the annual meeting of International Relations Clubs.

The final step in Washburn's program of citizenship training is to be found in the presence at the college of Kansas Beta Chapter of *Pi Gamma Mu*, the national social science honorary fraternity. The Washburn chapter of this organization was founded in 1924 to carry out the purpose of the society in affording recognition to high scholarship in the social sciences and to inculcate a scientific attitude of approach to the study of social problems. Under the direction of its president, Dr. Parley P. Womer, Kansas Beta Chapter co-operates with the work of citizenship training described previously in this article. The chapter now has a membership of 110 including seven members of the faculty and numbers among its alumni some of the best scholars who have attended Washburn. Election to membership is possible only through high scholastic achievements in the social sciences and constitutes a distinctive honor the possibility of the attainment of which serves as a stimulus to superior academic work on the part of able students of American government and social institutions.

From the foregoing paragraphs it may be seen that Washburn College has provided a comprehensive system for training its students in the principles necessary for an intelligent knowledge of the responsibilities of American citizenship. An effort has been made to survey all angles of the many problems involved, from a scientific and unbiased point of view, yet with a thoroughness which will enable the student to approach his duties as a citizen with a trained mind and an adequate understanding of the intricacies of modern life in America. That the college is succeeding in obtaining this objective is shown by the growing interest and enthusiasm manifested by the students in the plan since it was put into effect.

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Our Annual Spring Festival

By VIRGINIA JACKSON AND CHARLOTTE WEINBACH

Teachers in Ridgeway Elementary School, Columbia, Missouri

WITH THE opening of the school year of 1935-'36 the faculty of the Ridgeway Elementary School of Columbia, Missouri, felt that the curriculum should include some play, laughter, and even noise, as well as books, study, and recitation. These supervisors believe that the training of children should be coordinated with cooperative plays and contests which should, in the mind of the child, make the major enterprises more interesting. Thus, play and study should make school a pleasure and a place where children are not only preparing to live, but are living.

With this in mind, several extra-curricular activities were introduced into the program of the school. Among these were the following:

1. Bi-weekly assembly programs including several in connection with safety rules and fire prevention week.
2. A verse speaking choir composed of fifty children who recited and dramatized in chorus several poems.
3. A bi-weekly newspaper containing school news, announcements of future events, and poems and articles written by the children.
4. A "pep" squad composed of girls led by cheer leaders selected by "try outs."
5. A dramatic program including the presentation of a play, a cutting from the book, "Tom Sawyer."
6. Finally, a large spring festival.

Probably the most outstanding activity of the year was this "First Annual Spring Festival," held May 1, 1936. The purpose of the festival was to acquaint the children with the fun connected with wholesome competition and everyday sport, in order that during the summer months the children could spend a profitable and pleasant vacation with the games they had learned rather than pitching ball in the middle of a busy street.

For each of the seven sports two faculty members, one from the upper and one from the lower grades, were selected as sponsors. Each committee obtained rules regarding the game it was sponsoring. A number of these rules were secured from the teacher in charge of the course in "Plays and Games" at the University of Missouri. The committees met and drew up rules and regulations for the events in the spring festival; these regulations were, in turn, explained to the

pupils who were encouraged to enter one or more of the sports.

Contests in the following divisions made up the spring festival: jackstones, tops, marbles, kites, birdhouses, dolls, and pets. Try-outs in the jackstone, top, marble, and kite contests were held two weeks prior to the spring festival in order that the winners be ready to enter the finals.

The big day opened with a "Miniature Circus" parade. It was headed by four Ridgeway children who are members of the Junior Drum and Bugle Corps of the American Legion. They were escorted by two motorcycle police. The parade was made up of more than sixty highly decorated cages mounted on little red wagons. These floats were occupied by various small animals such as white mice, kittens, canaries, turtles, bantam chickens, rats, and small dogs. Large dogs, goats, and lambs were led by their owners. In order to prevent confusion among the dogs and cats, it was required that each pet be either in a cage or on a leash and accompanied by his master.

The blue ribbon for the largest pet in the parade was awarded to a third grade boy dressed as a cowboy astride a pony. The ribbon for the smallest pet went to a girl pushing a doll buggy containing two very small kittens. First place for the funniest float went to a small boy who was pulling a cage containing a striped cat and bearing the sign, "Tiger." A "Texas Cowboy" leading a lamb, a boy with two bantam chickens in a cage labeled, "Barn-Yard Canaries," and a girl carrying two white mice were among the others to win second and third place ribbons.

Following the parade, the audience, consisting of many parents and friends, adjourned from the school ground to the gymnasium and assembled around the edge of a large circle drawn on the floor to serve as an arena. This was the scene of several tricks executed by pets. Ribbons were awarded to the owners of the dog that jumped through the hoop, the lamb that stood for his bottle, and the kitten that caught a ball.

Following the tricks the arena was cleared for the next event which proved to be very exciting. This was the finals in the jackstone contest. Most entries in this event were girls, and squeals from the side-lines gave each contestant even a greater desire to come out with the blue ribbon. The mar-

ble finals followed and caused more excitement. Even the proud fathers on the side-lines had their hands clinched in anticipation of the blue ribbon their sons might wear.

Next in the arena was the top spinning event which grew out of an indoor game that became very popular during the two weeks of sub-zero weather. Because of constant practice during this period, the contestants might have been termed, "professionals." Ribbons were awarded for the long-distance spin, the greatest duration of spin, and the very thrilling "string spin" when a top is picked up on a string and continues to spin.

Following the activities in the arena, attention was turned to the stage which was completely covered with dolls of every description. Besides the many dolls brought by the children to be entered in this contest, there were on display, also, twenty-five foreign dolls clad in their native costume. The lady who collected these dolls on a trip around the world was present and made a talk concerning the customs of the various countries and their national dress. She acted as judge for the doll contest, and ribbons were awarded for the largest, the smallest, the prettiest, the funniest, and the oldest doll on display. A doll which had belonged to the great-great grandmother of a little girl caused much comment. As the blue ribbon went to this doll, it was announced that she was eighty-seven years old.

On tables near the stage were displayed many sizes of birdhouses made by the boys at their homes. Ribbons in this event were awarded for the best built and the most practical bird home.

After the preceding indoor events were completed, the audience moved to the playground to watch the kite-flying contest. Ribbons in this contest were awarded for the largest, the smallest, the highest flying, the best decorated, and the most unusual in design. It is needless to say that the kite-flying contest on the large back playground caused no end of anxious moments as kites ranging in size from six inches to six feet in diameter darted here and there in the breeze.

There was a total of seventy-two ribbons awarded in the spring festival. As a result of the great variety of contests, practically every child was entered, and the number of ribbons awarded allowed many children to be winners. These ribbons were donated by the local Junior Chamber of Commerce. Reporters and photographers from the local as well as one metropolitan newspapers were present on this day.

This type of activity program had distinctive advantages to both pupils and teachers. First, there was a noticeable decline in disciplinary problems

because of the interest developed on the part of the pupils and of their learning of the fact that the school provides an outlet for all of their activities. Second, the closer acquaintanceship between pupils and teachers, as an immediate result of this activity program, has brought about also a closer cooperation between them in the classroom work. Third, the two results above have practically eliminated the truancy problem in the school. Fourth, the required group activity in the carrying out of certain parts of the program undoubtedly stamped upon the minds of the children the usefulness of community enterprises. Finally, since the children have become interested in hobbies, it has taught them how to spend their leisure hours in a profitable manner.

A Study of School Marks of Participants and of Non-Participants in Inter-School Athletics

GLADSTONE H. YEUELL

*Head of the Department of Secondary Education,
University of Alabama, University, Alabama*

The problem of interschool athletics among high schools has many opponents and some proponents. The following study by Mr. H. F. Eubanks of the high schools of Bibb County in the State of Alabama throws some light on one of the important aspects of the problem.

Six hundred nineteen pupils' records were studied from the three county high schools. In all there were 13,774 grades. The Terman Group Test of Mental Ability was used to determine the mental ages of the group studied and the Sones-Harry High School Achievement Test was given in order to find an achievement score.

The general finding of the study are as follows:

1. The mental abilities of participants and non-participants are not significantly different.
2. The mean of scholastic work done by participants and non-participants is not significantly different.
3. The average participant in inter-school athletics has fewer failing marks than does the average non-participant.
4. The average participant in inter-school athletics does a slightly lower quality of work above the passing level than does the average non-participant.

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5. The participant in inter-school sports does a slightly lower quality of work during periods of participation.

It is possible that in some instances participants are not failed by teachers in order that they may be kept on eligible lists. However, there is no di-

rect evidence to that effect. On the other hand the evidence is quite conclusive that so far as this county is concerned the opponents of interschool sports must find some argument other than that of school marks and failures to substantiate their contentions.

The Case Against Government Ownership of Electric Utilities

BY HAROLD E. GIBSON

Director of Activities and Debate Coach in Jacksonville High School and Instructor in Extra-Curricular Activities, Illinois College, Jacksonville, Illinois

RESOLVED: That all electric utilities should be governmentally owned and operated.

THE QUESTION of government ownership and control of the various public utilities is not at all new among the debate circles of the American high school. In some form or other the high schools have been debating the relative merits of public ownership as opposed to private ownership for as long a period of time as we have had high school debating.

There is a great difference, however, in the way in which we will attack the present system of government ownership of electric utilities and the way in which former high school debaters debated the public ownership problem. In former times debates were limited to discussions as to whether a certain small locality should undertake its water and sewage disposal system, or whether it would allow some private enterprise to operate it for them. The general outcome of any such argument did not have an important effect upon the future of the entire country. It is in the solution of the question as important as that of public ownership of all electric light and power utilities, that our country must come to a decision as to what type of government we will continue.

Although this question may not seem to be as important as we have tried to make it appear, the real strength of the negative lies in their ability to point out that this is not a debate to prove whether one system of control of the electric power industry or another system will save us a few cents on our monthly light bill. It is not an argument to find out whether the existing agencies controlling the utilities field have been absolutely square with the consuming public but it is in reality an argument as to whether or not our nation shall change from the present system of government in which we recognize private industry and private initiative as a very vital part of our

democracy to a new system of government in which private initiative will be stifled and private industry will no longer exist—in which the government will take on a paternalistic attitude toward all business and will control the lives and businesses of all Americans.

Probably, a few examples of the effects of government ownership and operation of all electric utilities should be given to allow the student to more clearly understand how its adoption will bring about a complete change in our form of government. One of the best examples is that of the T. V. A. In the territory where the T. V. A. is now in operation we find a completely new social life and what might be termed a new form of government. The people who live in the Tennessee Valley region have been forced to undergo all types of new social changes. Thousands upon thousands of families have been moved from their homes where they were happy and contented to live in cities which have been built for them where they can no longer live under the conditions that they have grown to enjoy. The government has moved contented people to the cities, and thus, they have lost many of the liberties they have enjoyed in their former homes. Many people will be of the opinion that since these people have been moved from very poor homes to homes of a modern type with all modern conveniences and very cheap electricity furnished by the T. V. A. that they have been highly benefited by having this government interference in their lives. To another group of citizens this appears to be one of the most serious defects in the proposal of government ownership of electric utilities. They believe that any system that throws the government in business upon such a large scale will be the opening wedge to a bureaucratic

and dictatorial system of government such as we find in the nations of Europe.

One of the strongest arguments that the negative can present in this debate is that the adoption of the plan proposed by the affirmative whereby the government will own and operate all electric utilities will be the beginning of the downfall of our democratic system of government.

Evidence that our government cannot control or operate business enterprises successfully have filled the pages of history. For example, we see that the postoffice department, which is an example of a governmentally owned utility, has never been a financial success. We find that in 1933 the postoffice department operated at a net loss of \$112,000,000, while in the boom year of 1929 the postoffice had a loss as high as \$86,000,000. The government operation of railroads during the war is another example of the failure of the government in business. Even with the rates 30% higher than they had been under private ownership and with high prices and a large amount of rail transportation, the government operation of railroads during the war was a dismal failure.

The negative can show that this same failure will inevitably come with public ownership of all electric utilities. They can show that the government will soon be operating these utilities at a financial loss which will have to be made up by the people.

The final attack upon government ownership of all electric utilities is the huge cost of this project upon the American people. The total value of all electric utilities in this country today is something more than twelve billion dollars. If the governments of the United States were to attempt to take over this industry, the expense would amount to one-half as much money as our government spent during the first 122 years of its existence. We can reach the conclusion then that the proposition of government ownership of all electric utilities would be so expensive that the governments of this country should not attempt the proposition.

In addition to not being able to finance government ownership of all public utilities the negative should constantly remember that they will be debating the advisability or inadvisability of adopting a governmental system that will probably mean the end of our democratic form of government.

EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

Dilemma

The dilemma is a method of strategy used in

debate in which one debater asks his opponent a question. The question is so worded that there are two right answers. The strategy in the use of the dilemma is that either of the answers that may be given will be very detrimental to the case of the opposition. It is good advice to the debater to avoid such questions whenever possible or if forced to answer them to be very vague in answering.

A sample dilemma for the negative is:

(1) Ask the affirmative—We would like to ask the members of the affirmative team if they believe the government can own and operate all electric utilities when they admit that the government cannot regulate utilities?

If They Answer Yes: The affirmative have made the statement that they believe the government would be successful as the owner and operator of a giant business that for the last 20 years the government has not even been able to regulate. This stand is as absurd as the credit manager of a store feeling that he could operate the store much better if he owned and operated it even though his success as a credit manager indicates that even in this limited capacity he is not a success. If the government cannot do half the job successfully why should we give the government a chance to try the entire job?

If They Answer No: The affirmative are admitting the negative case when they say that the government cannot own and operate all utilities successfully. The stand of the affirmative is this. They admit that the government has not regulated electric utilities properly in the past. Then they go on to say that the government cannot own and operate any better than they have regulated the utilities in the past. The only conclusion that we can reach from this stand of the affirmative is a clear admission of the failure of government ownership and operation.

Another dilemma for the negative side would be: Do the members of the affirmative believe that the various governments of the United States can afford to purchase all electric utilities at the same time?

If They Answer Yes: The affirmative are of the opinion that the various governments of the United States can afford to purchase all the electric utilities in the country at the present time. Today the combined national and state debt of this country amounts to well over 45 billion dollars. Add to this the debts of the various cities of the country and you will see the enormous burden of debt that is harassing the American taxpayer. Take this 45 billion dollar debt and in

crease it by the 13 billion dollar value of the electric utilities of the country. Then add the additional sum needed to start operation of the plants. This will show the impossibility of the purchase of all electric utilities.

We would like the members of the opposition to point out how and by what taxes the federal and state governments could pay for taking over the electric utilities?

If They Answer No: The affirmative have stated that they do not believe that the various governments of the United States can afford to take on the additional financial burden that will result from the adoption of the affirmative plan. This is the same as admitting the impracticability of their proposal, and if the proposal is not practical, then it cannot or should not be adopted.

STRUCTURAL OUTLINES FOR SPEECHES

In the use of the structural outlines for negative speeches no attempt has been made to give an all-inclusive brief meeting all of the arguments given by the affirmative side of the case. These points are rather merely an outline of the important points that the negative must establish in order to prove their case. The debater may rearrange these to suit his own individual speech, but most of these points should be included in the finished debate speech to make the case complete.

OUTLINE OF FIRST NEGATIVE SPEECH

I. Introduction.

A. Make an attack upon all of the mistakes of the first affirmative speaker in his interpretation of the question or in his definition of terms.

B. State the issues of the debate for the negative.

1. There is no just cause to abolish the entire system of ownership and operation of all electric utilities as it exists today.

2. Government ownership and operation will be impractical and harmful to the people in general.

3. A system of complete governmental regulation of electric utilities with private ownership will correct existing evils in a practical way.

II. There is no need to abolish the present system of ownership and operation of electric utilities.

A. The American people have not made a concerted demand for a change in the system of ownership and operation.

B. Rates charged by privately owned companies are not too high.

C. The service of the privately owned companies has been highly satisfactory.

OUTLINE OF SECOND NEGATIVE SPEECH

I. Government ownership of all electric utilities will be harmful to the people in general.

A. Government ownership has not operated successfully in the past.

B. All systems of government ownership are subject to political corruption and graft.

C. Government ownership will bring about many detrimental effects much greater than any defects that it may remedy.

OUTLINE OF THIRD NEGATIVE SPEECH

I. A system of complete government regulation of electric utilities will solve the problem in a practical way.

A. A system of government regulation will retain all of the benefits of private ownership and initiative and still protect the American consumer.

B. This system could easily be placed into effect by the cooperation of the state and federal governments.

STRATEGY THAT WILL WIN DEBATES

Wasting your opponents' time—

The time of your opponent may be wasted by (1) asking him needless explanations of things he has said; (2) making him defend minor points; (3) demanding a detailed plan for financing the affirmative proposal.

Demanding a detailed plan—

It is entirely within the rights of the negative to demand a detailed plan of the affirmative from finance to administration. Certainly the affirmative could not expect the negative to adopt the radical plan unless it is known just exactly how every part of the plan will function. If there is any portion of their plan that the affirmative are hesitant in presenting, dwell upon that portion.

Harold E. Gibson is author of a number of books and important articles on debate. For a fifth year SCHOOL ACTIVITIES readers will have his help. Arrangements have been made for a series of articles by Mr. Gibson. His third will be released next month.

What Is High School Made Of?

JANE SCHIFFER

What is high school made of?

Laughter and noise and heroic boys,
Chattering girls with freshly made curls,
Books and chalk, and lively talk—
Bracelets and pearls and social whirls.

I'm glad that's what school is made of!

—New York State Education.

Bedlam Used To Begin at 12:15

EDWARD R. LORENZ

Jefferson Junior High School, Dubuque, Iowa

THE noon-hour is one of the most difficult hours of the day in most schools, particularly in larger schools. This is especially true of the winter months when the boys and girls are forced, or prefer, to stay indoors. It generally is not advisable to turn them loose in the corridors and class-rooms. Some schools reserve some large, bare room or a "lower corridor" for them. In the Jefferson Junior High School they were kept in the gymnasium. Here they were required to sit quietly (?) on the bleachers until time for their first class. Of course, if the boys and girls in your school are not normal, healthy, red-blooded American boys and girls, full of pep and energy, you can probably ask them to sit quietly and twiddle their thumbs for an hour. But the youngsters of this school are 450 perfectly normal junior high school boys and girls. There is only one safety valve for excess pep and energy and that is noise and activity. Bedlam was a mild term for it. As a result, the boys and girls, not to mention the teacher "on duty," were in no physical or mental set for the routine of the afternoon.

The principal, Mr. Leo F. McDonough, became conscious of this noon-hour problem and undertook to find some satisfactory solution for it. Being an educationally progressive man, he felt that the pupils would welcome an opportunity to help work out the solution to the problem and that if the pupils helped work out the plan, they themselves would be more interested in making it work.

With this in mind, he came into a 9th grade auditorium Social Arts class with his problem. The chairman of the class turned the meeting over to him, and he very frankly discussed the situation—but suggested no plan for its solution. He left the auditorium after saying that he would welcome suggestions and cooperate with any satisfactory plan offered. A discussion followed in the class, resulting in the appointment of a committee of 9th grade pupils to further investigate ways and means of handling the problem.

The committee immediately began work. They made tentative plans, asked advice and suggestions from teachers, examined books in the library, and made a survey of available equipment,

rooms, etc. After about a week they approached the principal with their plan.

They asked for permission to use the gym, the mechanical drawing room (for its tables and stools), the sewing room, a makeshift room on the gym balcony, and the combination study and library. In the mechanical drawing room they planned to have checkers, chess, dominoes, and any other quiet game. In the sewing room they would have lotto or any other game involving more noise. The makeshift room in the gym balcony was to be used for ping pong. There would be room for two tables. The combination study and library would be a reading or a free study room. Our library is well stocked with books, and the P. T. A. supplies a large number of good magazines. The gym was to be used for the overflow. Those who went to the gym could either sit and chat (and they could actually chat, since the noise was so materially reduced), or they could "shoot baskets"—no violent games being allowed.

But the best part of their plan, from an educational point of view, was their plan of supervision. The committee asked if they could supervise the program themselves with pupil help. After the permission was granted they presented their plan of supervision.

Instead of allowing the pupils of all grades to go to any room they chose on any day, they decided that the rooms were to be used alternately by the 7th, 8th and 9th grades so that youngsters of more uniform age would be together. Since the program was to be pupil supervised, they asked for volunteers from the 9th grade. About three-fourths of the class wanted this honor. One was selected for each game room for each day. There was to be a general chairman in charge of the complete program and a head supervisor for each day.

All the games were to be kept in a cabinet in the office in charge of the head supervisor for the day. The supervisors on duty in each room were to come to the office after lunch, get the games for their room, and open their rooms. The head supervisor would check out the games. A 16 mm. motion picture machine was available, and the committee asked to have one noon a week given over to a movie. Comedies, scenics, and

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short features could be rented cheaply, and one cent was to be charged to defray the expense of the movie. As a matter of fact, profits from the movies almost entirely financed our visual education program.

Before putting the program in operation the committee drew up a set of rules. For example, the supervisor was to be in complete charge of

promised in return the full cooperation of the supervisors and student body. Needless to say, the program was welcomed with whole hearted enthusiasm by the student body. It was carried on all winter and early spring and its outcome can be measured in terms of citizenship training, pupil self-government, training in leadership and cooperation, a sense of responsibility, and school

SCHEDULE OF ACTIVITIES

	PING-PONG	MECHANICAL DRAWING RM.	SEWING ROOM	GYM	LIBRARY
MONDAY Head Super. No. A	7th Grade Super. No. 1	8th Grade Super. No. 2	9th Grade Super. No. 3	All Grades Super. No. 4	All Grades Super. No. 5
TUESDAY	Movie	Movie	Movie	Movie	Movie
WEDNESDAY Head Super. No. B	8th Grade Super. No. 6	9th Grade Super. No. 7	7th Grade Super. No. 8	All Grades Super. No. 9	All Grades Super. No. 10
THURSDAY Head Super. No. C	9th Grade Super. No. 1	7th Grade Super. No. 2	8th Grade Super. No. 3	All Grades Super. No. 4	All Grades Super. No. 5
FRIDAY Head Super. No. D	• Super. No. 6	• Super. No. 7	• Super. No. 8	• Super. No. 9	• Super. No. 10

Super.—Supervisor.

* The Friday Schedule—to be changed every week.

order. All pupils wishing to use the game rooms must be in the room by 12:15 and must remain in the room until the end of the recreation period. Any pupil causing a disturbance would be forbidden the use of the room for a certain length of time. Any other problems were to be referred to the head supervisor or the committee in charge.

Besides drawing up the details of the noon-hour program the committee made plans for procuring the necessary equipment and games. They first of all asked for donations of games from the pupils. They then asked permission to put on a little longer and better movie one noon and charge five cents. With this money they would buy additional games and equipment. They then secured the cooperation of the manual arts department and the ping pong tables were made as a class project.

After the plans were completed, the program was inaugurated in an assembly. The chairman thanked the principal for his cooperation and

spirit, training in worth-while leisure time activities, and in terms of a more wholesome and healthy atmosphere during the noon hour.

A Chosen Library

Consider what you have in the smallest chosen library. A company of the wisest and wittiest men that could be picked out of all civil countries, in a thousand years, has set in best order the results of their learning and wisdom. The men themselves were hid and inaccessible, solitary, impatient of interruption, fenced by etiquette; but the thought which they did not uncover to their bosom friend is here written out in transparent words to us, the strangers of another age.—From Emerson's "Society and Solitude."

Schools are communities of children and adults brought together to learn from each other, to grow in both mental and physical stature through cooperative endeavor.

—New York State Education.

The Trial of Miss Extra-Curricular Activities

SYBIL LAMB AND JAMES FOX

ONE OF THE greatest problems confronting public schools is the misunderstanding of the public in general and of the parents of the students as to the true value and operation of the extra-curricular program.

Some persons, uninformed, ask for the abolition of certain activities. In the case of dramatics and sports, where ticket sales are depended upon for financial support, people have sometimes refused to co-operate.

In Boone High School, Boone, Iowa, where all the activities are entirely self-supporting, there have been complaints and lack of support. When the condition became acute this year, officials concluded that school patrons were unfamiliar with the program and did not know the value of the activities. Those who thought that the essential three R's were being crowded out of the program must see for themselves how mistaken they were.

Thus was born the idea: The Trial of Miss Extra-Curricular Activities.

Parents were invited to come to school! On a Friday evening they gathered in the auditorium. After a thirty minute concert by the orchestra, the parents attended the morning classes of their sons and daughters, spending ten minutes in each class.

At the end of the third ten minute period they gathered once more in the auditorium where the trial was held.

The courtroom scene was staged by the Social Science Club at Boone High. Certain changes in actual courtroom procedure were made. The audience acted as the jury. Witnesses sat in the first row of seats in the auditorium. The Judge's desk was on an elevated platform in the center of the stage. Tables from the reading room were used for the attorneys and their clients. Both tables were set at right angles to the front of the stage.

The characters all wore civilian clothes with the exception of the judge who wore a gown, borrowed from the senior class.

Gavels for the judge and bailiff, pitchers and glasses of water on the lawyers' and judges' tables, brief cases and papers for the lawyers, and a Bible are necessary properties.

The play must be adapted by each school to bring out evidence concerning the activities and situation in that school. Students in the speech department can interview the sponsors of various activities and rewrite and add to the speeches of

the different characters, including any additional witnesses needed.

THE TRIAL OF MISS EXTRA-CURRICULAR ACTIVITIES

Scene: Courtroom.

Characters: Judge

Bailiff

Clerk of Courts

Attorney for the Prosecution

Attorney for the Defense

The Three 'R' Brothers

Miss Extra-Curricular Activities

Witnesses:

Speech Field

Various Clubs

School Publications

High School Music

Physical Education

* * *

Bailiff: Order in the courtroom!

Judge: Who opens the case?

Pros. Att.: I do, your Honor.

Judge: State the case.

Pros. Att.: (turns to audience) Parents of the Jury: A very popular and interesting member of our Boone High School program, Miss Extra-Curricular Activities, has been accused by the 'R' Brothers, three parties in the regular curriculum, of stealing time from them and not using it honestly and seriously. Yesterday you heard the testimony of these old stand-bys of the students everywhere. Today we look to the defense for an attempt to justify the conduct of this questionable character, Miss Extra-Curricular Activities. That is all, your Honor.

Judge: Defense attorney, proceed with the case.

Def. Att.: Your Honor, in defending this young lady who has served as such a desirable companion to students, I need say that there is no call for flowery language and mere words on my part. Students who have associated with her and know certain phases of her character can best convince you. The first witness that I will call to the stand is (speech witness) who has joined her in speech work. (Names witness,) you may take the oath. (Clerk gives the oath.)

Clerk: I solemnly swear that the testimony I am about to give is the truth, the whole truth, and nothing but the truth. (Witness repeats oath and takes stand.)

Def. Att.: What is your full name?

Speech Witness: (Gives name.)

Def. Att.: In what class are you?

S. W.: Senior class.

Def. Att.: In what speech activities have you participated with the defendant?

S. W.: In dramatic clubs, debate, and declamatory work.

Def. Att.: Tell us in your own way just what this association has meant to you.

S. W.: Although I had gained a great deal through the regular studies, I wanted additional practice in public speaking. I joined one of our dramatic clubs. These groups are working towards the same goal—the development of the dramatic interest of the student.

Def. Att.: Is debate work included in the dramatic clubs?

S. W.: No, debate is a separate and self supporting activity. Over forty students are debating the question, "Should there be Federal Aid for Education?"

Def. Att.: Are debate and declamatory practically the same?

S. W.: No, declamation is memorized reading. There are three types of this work: oratorical, dramatic, and humorous groups. Those who enter are eliminated in assembly programs until the best ones are found. Those surviving make up the home contest group.

Def. Att.: Your witness, prosecuting attorney.

Pros. Att.: Is there anything other than speaking experience to be gained from this declamatory contest?

S. W.: Yes. The Service Club most graciously contributes money for prizes. Then, too, the student who wins in his respective class has the honor of representing our school in the state contests.

Pros. Att.: That is all.

Def. Att.: My second witness is (publications' witness) who has spent many hours in the company of the accused. Miss P—, take the stand. (Clerk gives oath.) What is your full name (Witness gives name.) How long have you known the defendant?

P. W.: Since I have been in high school, in publications such as the Bumble "B" and Scrolllette, as well as the Quill and Scroll Society.

Def. Att.: Ahem! The Bumble "B"—in what way have time and effort been repaid in that?

P. W.: A great deal. Students get training in writing and management. Training in accuracy, honesty, and management are necessary in both homes and business.

Def. Att.: But what can the Scrolllette accomplish? The prosecution yesterday testified that it takes too much time and costs too much money. Are these individuals truthful in their statements?

Pros. Att.: Your Honor! I object to the three R brothers' veracity being questioned!

Judge: Objection sustained!

Def. Att.: Very well, your Honor. Miss P—, will you briefly explain just what part this Scrolllette plays in the life of Miss Extra-Curricular Activities?

P. W.: It gives pleasure to the students while they are in school. After they have left school it serves as a memory book. It is a graphic and accurate interpretation of the school to the public. The more complete annual, the Scroll, did even more to assist in these objectives.

Def. Att.: Is the Quill and Scroll a publication?

P. W.: No. It is an organization to encourage students to do creative writing.

Def. Att.: Thank you. Your witness, prosecuting attorney.

Pros. Att.: Just one question. Why, if the annual known as the Scroll was so valuable, was that book made smaller and called the Scrolllette? I understand it stole too much time from required work!

P. W.: No, it was due entirely to financial conditions. The change meant a great loss to the students.

Pros. Att.: That is all, Miss P—.

Def. Att.: (Names Witness) of the physical education department will defend Miss Extra-Curricular Activities in sports. (Clerk gives oath.) Please tell the jury your name.

Sports Witness: (Gives name.)

Def. Att.: How do you keep healthy and in good physical condition?

S. W.: My work in the physical education department has helped a great deal. In addition to games with other towns we have regular class work for exercises and games. Both junior and senior high boys participate in intra-mural competition, such as hikes and inter-class sports of all kinds.

Def. Att.: Are any advantages along this line offered to girls?

S. W.: Girls indulge in volley ball, swimming, and basket ball competition.

Def. Att.: That will be all. (Nods to prosecuting attorney.)

Pros. Att.: Just a moment, Mr. S—. How do you know about Miss Extra-Curricular Activities' conduct in girls' physical education?

S. W.: Well, er, I know some girls—er—a—girl—.

Def. Att.: Your Honor, I object to the prosecutor's question as personal and beside the point.

Judge: Objection sustained. The court is not

interested in the young man's affairs of the heart. Continue.

Pros. Att.: That is all, your Honor.

Judge: Next witness.

Def. Att.: Being active in club work, (Clubs' witness) will you take the stand in behalf of the accused. (Clerk administers oath.) Please give your name and classification.

Clubs' Witness: (Gives name and classification.)

Def. Att.: What clubs are you representing?

C. W.: The Science Clubs, Commercial Club, the Social Science Club, and the Boys' Hi-Y club.

Def. Att.: Isn't science in regular classes sufficient without using time in science clubs?

C. W.: No sir. The clubs seek to interest students in the study of sciences and also give students an opportunity to study additional experiments.

Def. Att.: If the science clubs do so much for the student, why should there also be a Social Science Club?

C. W.: The purposes of the clubs are not the same. The Social Science Club has as its object the promotion of interest in the study of government and economics. The organization has made practical its purpose through having sponsored an annual Christmas tree in the high school. The club has distributed many baskets among the needy families of our city. This is only one of several civic projects carried out.

Def. Att.: We can readily see the value of such a club to the school group. What is the Commercial Club?

C. W.: The Commercial Club endeavors to create an interest in commercial work, and in commercial investigation.

Def. Att.: Does the "Y" organization take school time?

C. W.: This group does not meet during school time. Among high school boys it creates higher standards of Christian character.

Def. Att.: Your witness, prosecuting attorney.

Pros. Att.: Is it to be understood that you belong to all these clubs, Miss?

C. W.: No sir! I have joined only those clubs for which I am qualified; an opportunity that is open to all students in senior high. (Prosecuting attorney wipes brow and returns to seat in state of hopelessness.)

Def. Att.: The last witness for the defense is (music witness) who is upholding the value of her musical activities. Miss M—, take the oath. (Clerk administers oath.) Tell the jury your name please.

Music Witness: (Gives name.)

Def. Att.: How long have you studied high school music?

M. W.: Throughout high school in band, orchestra, and glee clubs.

Def. Att.: Will you tell the jury about the plan under which these students work?

M. W.: In the instrumental groups, there are beginners' classes arranged at the first of each semester. They are taught the fundamentals. They are finally promoted to the Senior High Orchestra or Band, and sometimes both, according to the type of instrument played. The girls have two glee clubs, and the boys have one.

Def. Att.: Is the time wasted by students taking part in this work?

M. W.: No, the students derive much individual value from it. They not only develop an understanding of music, but also are given cultural advantages by it.

Def. Att.: That is all.

Pros. Att.: From what source does the money come for supporting these groups?

M. W.: These organizations are self-supporting. Because of this our finances are extremely limited.

Pros. Att.: That is all. (Clerk gives the judge an envelope.)

Def. Att.: Your Honor, mothers and fathers, who make up our jury; these five witnesses have told you why Miss Extra-Curricular Activities has been unjustly accused by the three R's. Just because they were in the school curriculum first is no reason that they should begrudge a place for additional features in education. On behalf of my client, I appeal to your better judgment and fairness in making your verdict over which I have no doubt in my mind.

Pros. Att.: Your Honor, members of the jury; this whole case amounts to this: Is Miss Extra-Curricular Activities valuable enough to remain in company with such worth-while studies as the three R's? Let us remember in reaching a decision the value of the three essentials.

Judge: Before the jury adjourns I have a sealed envelope which is to be opened by me at this time. (Takes paper from envelope and reads.) "There is a man in the courtroom who can testify better than anyone else as to the accomplishments of the Boone High Schools. Call upon the Superintendent." (Judge looks up from page.) Waiving the usual court procedure we present this speaker, the Superintendent. (The Superintendent briefly adds his comment and states facts.)

Judge: The foreman of the jury has my recommendations regarding the case. The jury may now retire.

(Curtain)

THE END

Debate As a High School Elective

O. E. PORE

Superintendent of Schools, Newark, Ohio

FOR A LONG time argumentation has been considered one of the accepted forms of English composition. The activities of the National Forensic League and the State Debate organizations have recently popularized this subject in the secondary schools, so that formal courses in the technique of debate are now to be found in many of the better city high schools.

There appears to be a number of very good reasons for giving this form of speech a place in the modern curriculum:

1. *It affords the opportunity to practice the techniques of clear thinking.* The very nature of the subject makes it an application of the principles of logic which are necessary in determining the validity of conclusions. Irrelevant material is discarded and facts that help establish the case are organized in proper sequence. The discussion of the opposition is scrutinized to find fallacies in statement and deducton. A debate question gives an ideal opportunity to develop unity in composition, to organize information around central ideas, and to think on one's feet in refuting the points of the other team.

2. *It develops an attitude of open-mindedness and good sportsmanship.* We are just emerging from an age of intolerance in religion, and from a sense of superiority in racial, sectional, and national life. There are always two sides to a debate; in fact, students often speak for the affirmative on one occasion and for the negative on the next. At the formal debate contests, it has now become customary to have an expert judge who analyzes the arguments and points out the strong points on both sides. Just a belief in a certain position is not enough. There must be good and sufficient reasons set forth before a point is established.

3. *It provides the motive for a thorough study and investigation of important current problems.* The tendency in education is to break away from the dead past and spend more and more time on the living issues of the present. The class that prepares for debate the "Chain Store Question," "Governmental Regulation of Radios," "Employment Insurance," and "Federal Aid to Education" becomes thoroughly acquainted with every aspect of these important issues. Controversial questions that are before the public today should be faced courageously and discussed so thoroughly

that the students of today and the citizens of tomorrow will be in a position to arrive at intelligent conclusions.

4. *It develops poise, personality, self-confidence, and leadership.* One does not acquire stage presence, a pleasing convincing voice, and the art of effective speaking by merely studying a book. Practice is absolutely necessary. The debater consciously strives to overcome his timidity and to give his thought the best possible expression. There is not known any means of becoming a forceful and fluent speaker except by going through the repeated experience of talking in public. Success on the platform brings out individuality and makes for a degree of self-esteem that is necessary to leadership.

5. *It prepares for a life profession.* The law, the ministry, politics, and business require a training in logical thinking and the ability to state one's case clearly and effectively. No matter how brilliant an idea a man has or how sincere a reformer he is, he cannot succeed unless he is able to make his case with the public.

6. *It applies the modern educational principle of integration.* Much is being said now about selecting some valuable project of current interest around which relevant subject matter from a number of fields can be organized. There certainly is no better opportunity for collecting knowledge of current value than in preparing to discuss the questions, selected by state and national high school debate leagues. The argument requires and motivates a study of economics, sociology, taxation, geography, government research, English composition, and effective speaking. Arbitrary facts are never learned. Only information that relates to the solution of the question is of value. Such knowledge has meaning and usually sticks permanently.

Opponents of debating as a high school subject say that it smacks of the curse of competition, that its object is school publicity, that it is a rehearsal of arguments worked out by the coach, that it overtrains a few and neglects the group, that it is a study in the art of trickery and deception. The answer to these critics is that such faults are not inherent in the subject of debating, and that they might apply to any of the subjects now in perfectly good standing. We still have competitive sports in most of our schools. We do

not apologize for teaching salesmanship. New theories and ideas are born in schools of education, in social philosophy, and in government; but they are doomed to be short-lived unless someone sells them to the public.

Obviously, we progress by the evolution of the new theories that are able to stand the test of argumentation. We cannot eliminate competition entirely from life. The young graduate seeking a position is not told to minimize his accomplishments, but to present his qualifications in the best possible light. Even preachers are asked to deliver trial sermons. If the matter of winning is offensive in debate the "no-decision contest plan" might be substituted. If the coach neglects the group for the sake of two or three who happen to be in the contest, the stress should be changed so as to benefit the entire class. No more in debate than in any other class-room subject is the end of instruction to "show off." The strategy employed to outwit and confuse opponents is just as legitimate on the forum as on the football field. In either case it constitutes the desirable element of surprise that makes the contest interesting. The coach is of no more importance in a debate than the teacher in the mastery of a history course. The student must do his own thinking if he is to be successful in any line of education.

In these days when efficiency experts are scrutinizing our schools to discover obsolete and purposeless subject matter, it might be well for curriculum builders to consider the substitution of practical courses for those that now have only imaginary value. As soon as student counsellors begin to rate the high school offerings on the basis of relative merit, argumentation will appear on many more high school schedule cards.

New Publication Activities

LAURENCE R. CAMPBELL

Head of the English Department and Teacher of Journalism, Marysville Union High School, Marysville, California

Teachers and students in high school journalism courses should give student publications a new deal. In some cases they might find it expedient to plough under activities that have lost their value because of the progress of their schools. In nearly every case they might streamline student publications by awakening to the challenge of new opportunities.

Frequently sponsors and staffs are well-satisfied if the school is publishing a good newspaper, a good yearbook, a good literary magazine. With satisfactory state and national ratings being received regularly, it is easy to free-wheel from year

to year unaware of unexplored realms of service which should be performed. Actually there is much more that might be done.

Consider the newspaper. It is probably published every week or every two weeks. What do the students do in the meantime for spot news? Here is a chance for an alert news staff to issue daily bulletins announcing the results of games, debates, and elections; to list the important announcements for the day and week; to publicize plays, dances, operettas, and other activities. In one school the editors also announce the good radio programs for each evening, the current local movies, and important world news. They also have their feature columns.

Continue to consider the newspaper. How many students have a chance to work on the staff? In small schools probably all the students interested can take part in publication activities, but in the larger schools this is not always the case. Why not publish special ditto or mimeograph newspapers in the lower classes, thereby giving freshmen and sophomores a chance to get some reporting experience before getting on the school newspaper staff.

What about the local newspapers? In too many schools there is no systematic arrangement for co-operating with local reporters and editors when they want school news. Sometimes the principal releases news, sometimes the vice-principal, sometimes the coach, and sometimes someone else. In the better-organized schools student staffs under the supervision of a competent sponsor provide not merely occasional releases, but regular daily releases prepared in the style of the newspaper for which they are intended.

Problems of publicity, promotion, and advertising are often wholly ignored by journalism sponsors and students, yet here is another challenge to their initiative, responsibility, originality, and efficiency. A regular bureau should be organized to provide posters, to plan various drives, and to take care of all the student body's publicity activities. It can be done, for some schools are already doing it.

These are merely a few suggestions. Each community has its own problems, its own opportunities. These services should be performed, and who is better qualified than the journalism students? Incidentally the experience they will get in these new activities will be worthwhile, much more worthwhile than some of the academic experiments sometimes provided.

Time marches on. Journalism teachers and sponsors should see that their activities are not too far behind. America may have its forgotten men, but student journalists should not have their forgotten opportunities.

The Society Page As a Source of Instruction

By J. C. BAKER

Peru, Nebraska

Self-conscious with respect to the school niceties, many pupils of Harner High School shied at so simple a procedure as making an introduction. Their sponsors were puzzled as to how the instruction in etiquette might be organized into units presenting behavior situations naturally enough so that more awkwardness would not result.

The daily newspapers from a nearby city finally gave a clue. Every day for two weeks each pupil was asked to bring to school a printed account of some social event. Items telling of Kiwanis dinners, Rotary luncheons, and Scout picnics were clipped by the boys; the girls scanned the society pages for announcements of supper dances and studio teas.

By a committee of students social occurrences were classified under three headings: those of (1) informal, family life; (2) the semi-formal procedure of clubs; and (3) formal socials of the family, clubs, and other groups.

"Miss Joan Warner and Mr. Gerald Warner, who are attending the state university, will arrive Friday to be the guests of Miss Helen Davis and Mr. Robert Davis," was the society page item selected for beginning the instruction in etiquette, it being chosen because of the interest travel holds for boys particularly.

As a project, the students set up the social situation indicated, some taking the part of guests, others the youthful host and hostess, and yet others the Davis parents. Analyzed into etiquette elements, the project offered training in various forms of polite social intercourse: informal invitations, acceptances or regrets, well-bred behavior during travel, being received at the railway or bus station, introductions to their contemporaries and their elders, the duties of hosts, the privileges of guests. Of course, "the imaginary Davises" planned some diversion for their guests: a luncheon for Joan and an informal dinner party for both "Joan and her brother, Gerald," gave opportunity for further training. Taking leave of their young host and hostess, and not forgetting to express their appreciation to "Mr. and Mrs. Davis" for making their visit a pleasant one followed. Writing "bread-and-butter" letters and extending invitations to Helen and Robert to return the visit at a later date set (or if this was impossible, remembering their hosts with a gift of flowers,

candy or some other favor) rounded out this informal social unit well.

"Troop No. 6, Boy Scouts of America, will give a buffet supper at 6:30 o'clock, Monday, May 10, in the dining room of the Community Memorial Hall. Mothers of members of the troop will be the guests of honor," was the social item beginning a study of the proper etiquette for members and guests to observe on clubs' festive occasions.

"The young people of the First Baptist Church Sunday School will present Miss Carolyn Benton in the second of her lectures at 3:00 o'clock, Sunday. She will read from 'Laughter in the Cathedral.' Following the reading a tea will be given for members and their friends." This project gave the students knowledge of and practice in presenting a guest speaker, the tea rites, and the necessary, graceful words of thanks to the hosts and the guest speaker for a delightful afternoon.

"Members of Sigma Tau Delta will attend in a body the performance of 'Midsummer Night's Dream' at the Grand Theatre, Friday night at seven o'clock," was a society item which started the pupils off on learning about reservations, proper dress, how to enter the crowded auditorium unobtrusively, and how to conduct themselves so as to be a credit to their organization.

The study of more formal social procedure was introduced with the follow item from the society page:

"Mr. and Mrs. John A. Ray will entertain formally ten guests at a birthday dinner for Mr. Donald Hale, April 20. Following the dinner there will be dancing for twenty guests." A formal dinner in the home was chosen for this project instead of the more familiar junior-senior banquet, because it offered more occasion for formal invitations and regrets, and necessitated each guest's giving a toast (grape juice) to the guest of honor. Training so as to avoid the gaucheries of dancing acquired hit-and-miss fashion was the purpose of the dance after the dinner.

Success or failure is measured, not so much by the skillful technique of the teaching as by the quality of the learning which takes place. The pupil as a rule finds school a rather pleasant place in which to live and work and no longer feels that the teacher is fair game on whom there is no closed season. The life and work of the school are no longer entirely artificial, for some attempt has been made at least to take account of the pupil's interests and abilities and connect the activities of the school with the life and problems outside.—*New York State Education*.

RECOGNITION DAY CEREMONY

(Continued from page 101)

Wisdom: "I am wisdom. Wisdom crieth aloud in the streets; she uttereth her voice in the broad places; she crieth in the chief place of concourse. Happy is the man that findeth wisdom, and the man that getteth understanding. For the gaining of it is better than the gaining of silver, and the profit thereof than fine gold. She is more precious than rubies, and none of the things thou canst desire are to be compared to her. Length of days is in her right hand; in her left hand are riches and honor. Her ways are ways of pleasantness, and all her paths are peace. She is the tree of life to them that lay hold on her: and happy is the man that retaineth her. Jehovah by wisdom founded the earth; by understanding he established the heavens. Wisdom is the principal thing; therefore, get wisdom; yea, with all thy getting, get understanding. Exalt her, and she will promote thee; she will bring to thee honor when thou dost embrace her. She will give to thy head a chaplet of grace; a crown of beauty will she deliver to thee."

Wholeness: "Most charming mother!"

Alma Mater: "Daughter, speak!"

Wholeness: "I am wholeness, the combination and the perfect balance of all these other virtues. Without wholeness, the right perspective and the proper proportion cannot be maintained in life. He is the good citizen who possesses each and all of these other virtues, rather than just one of them. Life is the perfect circle. These virtues are the segments of that circle. Where any one of them is lacking, the circle of life is incomplete. It is this all-round development of life which makes the outstanding citizen rather than the possession of just one of them, even though that one be present in a marked degree. Strive and pray, therefore, for wholeness, wholeness of character, wholeness of life."

'Lord of the Mountain, reared within the mountain!

Young man, Chieftain, hear a young man's prayer!
Hear a prayer for cleanness!

'Keeper of the strong rain, drumming on the mountain,

Lord of the small rain, that restores the earth in newness,

Keeper of the clean rain, hear a prayer for wholeness.

'Young man, Chieftain, hear a prayer for fleetness.

Keeper of the deer's way, reared among the eagles,

Clear my feet of slothness; keeper of the paths of men,

Hear a prayer for straightness; hear a prayer for courage.

Lord of the thin peaks, reared among the thunders;

Keeper of the headlands, holding up the harvest, Keeper of the strong rocks, hear a prayer for staunchness.

'Young man, Chieftain, Spirit of the Mountain!"

Alma Mater: "Handmaidens, Virtues: well have you spoken and truly. Unto each of these, my children, do I commend the words of thy mouth. And you, my citizens, one and all, do I commend to follow all these precepts. And now, before I give my blessing and yield my recognition, I do entreat you to keep bravely on the path of service, for all is not yet done."

(All the virtues rise and hold out their hands to the group receiving recognition.)

Alma Mater then says:

"Attempt the best!

The good is not enough!

The upward path is long, and steep, and rough!
Keep climbing to the topmost mountain's crest.

Attempt the best!"

(Virtues sit down.)

Alma Mater continues: "Citizens to be recognized, arise! (Pause until all are standing.) You, who are deserving of recognition from your Alma Mater, must first give unto her the pledge of service. Repeat after me, therefore, Gladstone's School Creed." (Those who are to be recognized rise and repeat line for line, the Gladstone Creed after Alma Mater:)

"Gladstone, our Alma Mater, we believe in thee:
In thy colors, blue and silver—

Blue, emblem of Truth and Courage

Silver, standard of Service and Light;

To thy motto do we consecrate our lives,

To Service—service to our God, our country, and our school,

Service to our fellow-man;

Through serving all shall we achieve Success.

Thy slogan shall our watchword be—

For truly in thy students lies buried all thy wealth.

In victory, in defeat, we pledge our lasting loyalty,

For victory's more sweet, defeat's less bitter

When we're one with thee.

Through all our lives shall we be true to thee—
To thy ideals, thy precepts, and thy light.

Fearing not, trusting all, we echo our belief in thee:

Gladstone, Alma Mater, lead! Thy students follow on."

Alma Mater continues: "Citizens all, well have you spoken and well do you represent the virtues all my sons and daughters should possess. Be it decreed, therefore, that those who deem themselves worthy of recognition by their Alma Mater shall appear at once before us to receive this

recognition. Let the scroll of honored citizens be opened; let the procession to this place begin.

(The page standing to the right of Alma Mater takes the Silver Book from the guard on her right, goes over in front of Alma Mater, bows, and presents the book to her.)

Page: "Most honored mother, behold the roll of the worthy citizens who are to appear before thee."

Alma Mater: "Let the following citizens who are to receive service cards arise." (She calls each name aloud from the book.)

(As the name of each citizen is called, he stands. When all names have been called, the page turns to Alma Mater, bows, and goes down from the stage to escort these citizens who are to be recognized to the stage.)

Page: "Most honored Mother and worthy Virtues, I hereby present to you for recognition as good citizens of Gladstone Junior High School those whose names have just been read, the bearers of which are now before you."

Alma Mater: "For the honor of Gladstone and the glory of our Alma Mater, I salute you, I recognize you, I pronounce you good citizens of Gladstone."

(Each recipient of the service card goes up to Alma Mater, bows, receives the card from her, bows again, then retires from the stage. When all the service cards have been distributed, Alma Mater says:

"Let those who are to receive their blue seals now be led before me."

(The page standing to the left of Alma Mater takes the Blue Book from the guard on her left, goes over in front of Alma Mater, bows, and presents the book to her.)

Page: "Most honored Mother, behold the roll of those who have earned the right to place the first seal, the blue one, on their service card."

(Those to receive blue seals rise as their names are called by Alma Mater. When all have risen, the page escorts them to the stage as above.)

Page: "Most honored Mother and worthy Virtues, I hereby present to you for recognition as good citizens of Gladstone Junior High School those whose names have just been read, the bearers of which are now before you."

Alma Mater: "For the honor of Gladstone, and the glory of our Alma Mater, I salute you, I recognize you, I pronounce you good citizens of Gladstone."

(Similarly, those who are to receive silver seals

(the second seal for the service card), blue G seals (the third seal), and silver G seals (the fourth and last), are escorted to the stage, and receive their awards and praise from Alma Mater.)

When all recipients of awards have returned to their seats in the auditorium, the entire group which has been recognized rises at signal from Alma Mater, who then speaks:

"Lord, make my loving a guard for them
Day and night;
Let never pathway be hard for them;
Keep all bright!
Let not harsh touch of a thorn for them
Wound their ease—
All of the pain I have borne for them—
Spare to these!

"So I would pray for them
Kneeling to God,
Night and day for them.

"Lord, let the pain life must bring to them
Make them strong.
Keep their hearts white though grief cling to them,
All life long.
Let all the joys Thou dost keep from them,
At Thy will,
Give to them power to reap from them
Courage still!

"So I must ask for them,
Leaving to God,
His own task for them."

The entire school, upon signal from Alma Mater, then rises and sings the "Alma Mater."

The orchestra plays a recessional as the group which has been recognized marches out of assembly.

No Enemies

You have no enemies, you say.

Alas! my friend the boast is poor;
He who has mingled in the fray

Of duty, that the brave endure,
Must have made foes! If you have none,
Small is the work that you have done.

You've hit no traitor on the hip.

You've dashed no cup from perjured lip,
You've never turned the wrong to right,
You've been a coward in life's fight.

—Chas. Mackay.

The main situations in life give us something to do, not something to learn, and when such situations result in a problem of intention, design or purpose, thought is stimulated, data derived from other experiences drawn in, with these and happy guesses a solution is achieved.

—Herbert Schofield.

News, Notes, and Comments

DIFFERENTIATED DIPLOMAS

There is a movement among high schools to award differentiated diplomas on the basis of length of school term and standard of work done by pupils.

The St. Louis schools have been among the first to make use of that differentiated graduation. Three types of certificates are now awarded in that city. The standard "Diploma of Graduation" is awarded to those completing one of the standard curricula. The "Certificate of Graduation" is awarded to those unable to get the required number of units in specified courses, and a "Certificate of Credits Earned" is given for any sixteen units of work.—*Virginia Journal of Education*.

The Wisconsin High School Forensic Association News Letter is the name of a monthly bulletin published at Madison, Wisconsin, in the interest of forensics in that state.

A new time schedule has been worked out at Oshkosh High School, with classes beginning at 8 a. m., so as to provide for a definite period each day for extra-curricular activities. The new schedule was prepared and submitted by Mrs. Harriet Fritsche, in charge of extra-curricular activities at Oshkosh High School.

DON'T "SHOW OFF" CHILDREN, SAYS AUTHORITY

"Children should never be shown off for the smug satisfaction of parents or teachers or themselves," declared Mrs. Charlotte B. Chorpennig, director of the Goodman Children's Theater, Art Institute of Chicago, in a speech before a group of social workers.

"We should not treat them as our dolls, our compensations for lost ambitions, or our bids for social or personal recognition, but as developing personalities who grow up by what they experience.

"Children, whether they are 6 or 60, are driven to show off because something in them aches for recognition. This is one of the sharpest aches the human organization suffers.

"But showing off is a stupid and destructive way

to try to cure it. Anyone who offers a child acting as a medium for showing off is offering him behavioristic trash, if not personality poison."

Mrs. Chorpennig believes in the value of dramatics in developing personalities of youngsters, but warns:

"Children are easily swung into a dramatic experience, and children playing for children need only a minimum of skill to make the situation a real one. But the talents needed to swing an adult audience into a genuine dramatic experience require vigorous discipline. Since this discipline is not useful to young children, they should seldom play to an adult audience."

Mrs. Chorpennig was one of the instructors at the National Co-operative Recreation Institute, held at Camp Wildwood, Ohio, this summer.

American Education Week will be observed in all states of the Nation from November 9-15, 1936. The theme of the week will be "Our American Schools at Work," and the following daily schedule is suggested:

Monday—The Story of the Schools.
Tuesday—The Changing Curriculum.
Wednesday—New Services to the Community.
Thursday—The Unfinished Business of Education.
Friday—Financing American Schools.
Saturday—Education for Physical Fitness.
Sunday—Education for Character.

Booklets and suggestions may be obtained by writing to The National Education Association, 1201 16th Street, N. W., Washington, D. C.

AMERICAN CERAMIC SOCIETY Art Division Fall Meeting

Baltimore, Md.

Program

General Theme—"Ceramic Instruction in Secondary Schools."

FRIDAY, October 30, Lord Baltimore Hotel.
9:00 A. M. - 12:30 P. M.—Papers and Discussions.
1. Introductory Remarks—L. E. Barringer (Chairman, Art Division), General Electric Company, Schenectady, N. Y.

2. Historical—Charles M. Harder, N. Y. State College of Ceramics.
 3. The Ceramic Industry of the United States—T. A. Klinefelter, National Bureau of Standards, Washington, D. C.
 4. Educational Values in Clay Working and Ceramics—Mrs. Mabel C. Brady, Haaren High School, New York, N. Y.
 5. Types of Pottery and Tiles—A. S. Watts, Ohio State University.
 6. Ceramic Sculpture or Modelling—Mrs. Mabel C. Brady.
 7. Place of Vitreous Enameling in Ceramic Instruction—H. Edward Winter.
 8. Place of Ceramics in the School Curriculum—Thomas E. Ryder, Hershey Industrial School, Hershey, Pa.
 9. Methods of Instruction—Luke F. Beckerman, Scarsdale, N. Y.
- Luncheon.
- 2:00 - 5:00 P. M.—Visit to Walters Art Gallery. Chinese Porcelains and Persian Ware.
- 8:00 P. M.—Baltimore Museum of Art (Reception by Baltimore-Washington Section of the American Ceramic Society).
- Early American Glassware and Cypriote Pottery. Illustrated Short Talk by Dr. Henri Marceau, Pennsylvania Museum of Art.

SATURDAY, October 31, Lord Baltimore Hotel.
9:00 A. M. - 12:30 P. M.—Papers and Discussions.

1. Introductory Remarks—Francis C. Flint (President, American Ceramic Society), Hazel-Atlas Glass Co., Zanesville, Ohio.
 2. Space and Equipment Required—H. R. Bacher, White Cloud Farms, Rock Tavern, N. Y.
 3. Raw Materials—A. V. Bleininger, Homer Laughlin China Co., Newell, W. Va.
 4. Methods of Shaping Ceramic Ware—H. R. Bacher.
 5. Molds and Mold Making—W. A. Weldon, Baltimore, Md.
 6. Glazes and Glazing—A. E. Baggs, Ohio State University.
 7. Ceramic Decoration—R. Guy Cowan, Onondaga Pottery, Syracuse, N. Y.
 8. Kilns and Pyrometry—F. H. Norton, Mass. Institute of Technology.
 9. Sources of Material—M. E. Holmes, N. Y. State College of Ceramics.
 10. Clayworking in Occupational Therapy—William Russell, Johns Hopkins Hospital.
- Luncheon.

2:00 - 4:00 P. M.—Maryland Institute.

Lucas Collection of Pottery; Exhibition of Student Work; Work of the Maryland Potter.

George L. Hossfield became the champion of champions when he won the world's professional typewriting championship at the International Typewriting Contest held September 2nd, at the Canadian National Exhibition in Toronto. Hossfield won the speed typing championship of the world for the ninth time, writing 131 words a minute, out-typing the fastest typists from three countries. He wrote 40,686 strokes in one hour with only 26 errors.

Publicity for School Activities

Publicity for school activities is encouraging, showing that the public is being informed as to what the schools are doing along this line, while at the same time it engenders community cooperation in the activities of the school. All this is a healthy growth.

While this may be safely said, it is obvious that such publicity is not evenly spread among the various school activities. Some get more than their just share while other worthy activities get small mention from the local or the state press, if any at all.

There are in the State at present not fewer than ten daily papers published, while there are more than fifty papers of weekly publication. No doubt these stand ready to give publicity to any legitimate school activity and will be glad to cooperate with school authorities in such, when informed. Isn't this worth while?

—*South Carolina Education.*

I assume that the major contribution that we can make to students is to help them develop a philosophy of life, an orientation toward the world which is adequate for the times in which we live. To attain this need we must see that their experiential background is a wide one, that they integrate it properly, and that they evaluate those important experiences in which they engage.

—*Edgar Dale.*

The trustees of Union College have taken over the entire financial administration of organized athletics and with the aid of a slight increase in tuition rates have assumed their expense. According to President Dixon Ryan Fox, the chief results of the change are the centering of responsibility and the full recognition of athletics as education.—*The Educational Digest.*

How We Do It

C. E. ERICKSON, *Department Editor*

This department has concerned itself in the past with descriptions of activities actually taking place in various schools. Nearly all of these descriptions emphasized the value of these activities to boys and girls. This emphasis is important, but there are other equally important considerations. Perhaps these activities ought to be evaluated in terms of what they do for teachers.

Teachers need release from an antiquated and over-formalized curriculum. They need variations from the restrictiveness of the typical community. And if they are to be "creative" teachers, they need abundant and varied contacts with many phases of human experience.

An activities program permits individual initiative, interest, and ability to assert itself. Teachers are permitted, and in some cases even encouraged, to go beyond the conventional pattern. And in this process, the teacher sees the child from a different point of view. The result is a different classroom teacher.

These activities permit teachers and students, having a commonality of interest, freedom to work together on a vital problem. There is a need for such new outlets of energy, new areas of experience, new stimulating contacts—for teachers.

Student Day

RALPH E. BLACKMAN

East High School, Aurora, Illinois

What would happen if we teachers were to turn over all of our classroom responsibilities to students? "Student Day" at East High School, Aurora, Illinois, on April 3, 1936, proved a very interesting answer to this question.

Let us pay an imaginary visit to East High on this particular day. As we enter the door we are met at the information desk by a student who escorts us to the office. Here we observe a group of senior girls busily answering telephone calls, checking attendance reports, and searching diligently through school records for needed information.

The principal's secretary greets us and takes us in to meet the chief executive of the school. Ray Kyes '36 has been elected by his fellow students as principal for the day. Graciously he

shakes hands with us and invites us to tour the building with him.

Our surprise grows as we walk down the corridor and see only students presiding over classes. The view from the exterior is so unusual that we step into one of the classrooms. Here we "listen in" on an animated discussion of how Charles Dickens utilized the French Revolution as a basis for his "Tale of Two Cities." The sophomore girl in charge of this English class is guiding her classmates in a very clever and intelligent manner.

As we pass to another class our attention is attracted to a student janitor who is busily engaged in shoving a push broom down the long expanse of the corridor.

Still a bit doubtful, we visit the dean of girls in her office up on the third floor. Dorothy Keck '36, who likewise has been elected to her office by her fellow students, explains to us the duties of her office, both of disciplinary and advisory nature.

Now how did this interesting project come about? In the fall of 1933 one of the senior boys suggested to the principal, Mr. O. V. Walters, that the students be given a chance to try running the entire school for a day. In spite of the novelty of the suggestion, Principal Walters listened sympathetically and then suggested that if the students themselves could work out a feasible plan it would be tried. His suggestion was carried out and the first "Student Day" was held in the spring of 1934. The members of the faculty viewed the experiment with a bit of apprehension, but entered into the project whole heartedly. "A success" was the vote of both faculty and students after the initial venture.

In order that a project of this kind could be carried out successfully a great deal of careful planning and organizing was necessary. Several weeks before the actual "Student Day" the members of the student council conducted an all-school nomination for the offices of principal, dean of boys, and dean of girls. At this time each individual nominated the student whom he considered best fitted for the office. The results were tabulated, and the names of the three nominees receiving the greatest number of votes were placed

on a ballot and returned to the home rooms for the final vote. Student office assistants and members of the janitorial staff were selected by the student principal.

In each of the curricular classes and in each home room a student teacher was elected. Assignments were made and classes were conducted entirely by students. The student principal also called a faculty meeting of all student teachers a few days before the important days in order to outline the plans and instruct his teachers in the seriousness of their undertaking. Incidentally, the business-like manner with which these students undertook their responsibilities was one of the most interesting observations made by the members of the faculty.

This year 204 students out of a total school population of 1650 held some elective position of responsibility. Each year has become more successful and "Student Day" is rapidly becoming one of the traditions of which East High is the most proud.

The Philosophy of Morgantown High School's Co-Curricular Program

ANNA TRAUBERT

Morgantown, West Virginia

The philosophy back of Morgantown High School's Co-Curricular program has been evolved with the years. In 1886 participation in literary work was compulsory for the board of education recorded in its minutes, "Any pupil may be relieved of taking part in the Literary Exercises by having a written excuse from parent or guardian which must be presented to the Board of School Commissioners." If a student had not prepared his performance for the assigned Friday, he could give it the following Friday. However, failure to give his performance the second Friday merited him the extreme punishment of being obliged to give his production in chapel the following Monday.

In 1905 a group of boys in Morgantown High School organized a football team. Each member of the team furnished his own equipment. The principal of the school, Mr. W. H. Gallup, acted as manager of the team. During this time athletic affairs were managed more by the students than by the faculty. By about 1907 athletics passed under faculty supervision.

In 1910 the faculty organized two literary societies for junior and senior students. Membership and participation in one of these societies was compulsory. Students began to organize spe-

cial interest clubs about 1920. The administration abolished the literary societies in 1928, and favored the formation of special interest clubs. During this period the students formed such clubs as The Go-Getters, The Battling Broom Brigade, The English Club, The Globe Trotters, The Writers Club, The Wireless Club, Latina Sodalitas, The History Club, The French Club, The Pep Society, The National Honor Society, Hi-Y, Girl Reserves, Boys' Civic Club, Girls' Civic Club, Us and Company, 4-H Club, Home Economics Club, Thespians, Future Farmers of America, Glee Club, Astronomy Club, and Boys' and Girls' Athletic Association.

As a result of a study of clubs in our county based on the pattern suggested by the monograph entitled "Non-Athletic Extra-Curriculum Activities" our faculty decided to try to remedy the fact that but 48% of our students had club affiliations.

After several noteworthy meetings, in which there was earnest and free discussion, the faculty made the following recommendations to the administration:

1. That the faculty recognize the values to be obtained from extra curriculum or co-curricular activities.
2. That the schedule of clubs be based on the classification of clubs made in the Department of the Interior Bulletin, Non-Athletic Extra-Curriculum Activities.
3. That more special interest clubs be organized.
4. That students be encouraged; not forced to join clubs.
5. That students be restricted to membership in 3 clubs.
6. That students be restricted to participation in 2 major plays a year.
7. That there be no scholastic requirements

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for clubs or dramatics except as required by the nature of the organization.

8. That the integrity of the sixth period for club purposes be respected.

9. That group programs

A. Be organized around a central theme.

B. Be organized around participation in clubs and classes.

10. That censorship of plays and other activities be in the hands of official teachers.

11. That membership in clubs be open to all students who satisfy the requirements of the given club.

12. That no school credit be given for participation in a club.

13. That individual clubs be urged to train their officers.

After considerable discussion the conclusion reached indicated the appreciation of values derived from co-curriculum activities. Now a student who fails in American history or in geometry, for example, may take part in two major plays annually without fear of censure or withdrawal from the cast. Membership in clubs is still not as democratic as point eleven would lead one to believe. Clubs such as the Girl Reserves are really open to all, but there are clubs whose

seemingly rigid requirements apply only to those not desired by the group forming the organization at the moment. At first thought one might say that in a public high school all clubs should be open to all students. On the other hand is not the real benefit from a club or group derived from the social contact among peers?

In harmony with this philosophy Morgantown High School encouraged the organization of new clubs as desired by the students. As a result of questionnaires indicating the desired clubs, the following clubs have appeared in our midst: Referee's Club, Archery Club, Rifle Club, Junior Dramatic Club, The Quill and Scroll Club, The Royal Club, The Toddlers' Club, The Aviation Club, The Italian Club, The Latin Club, The D. I. D. (Social Service Club), Junior Academy of Science.

These clubs form a vital part in the life of the students and the school. It is hoped that they are making for the development of enriched personalities. The school is encouraging, not forcing the organization of clubs to satisfy students in the age-old desire for companionship, for creative interests, for social service and for good citizenship.

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School Exhibits

CATHERINE CANAKER

Boone, Iowa

Exhibits are too often staged in the latter part of the year when there is the general excitement of nearing graduation exercises, parties, proms—not to mention exams and impromptu affairs. In preparing for the exhibits late in the year there is a rush, strain and lack of interest.

If, however, the plan is used by others as was used and is still used, by the Boone High School, all added strain may be avoided and many original displays shown.

A month before the exhibit the clubs and classes participating, appointed committees, to make and execute plans. There were two outstanding exhibits in this class of planned and prepared shows. One was sponsored by the Girls' Science Club and the other by the public speaking class.

The science group, under the supervision of the chemistry instructor, made a reproduction of Michael Faraday's laboratory in England. The room, made of wallboard, was approximately two feet long and two feet high. The walls were painted grey and lined with small wooden shelves, on which were placed many small bottles, molded

from clay and blown from glass tubing. The clay bottles were painted various colors and the glass ones filled with bright colored chemicals.

In the foreground was a small wooden stove painted to appear as red brick. The small oven door was opened to reveal a burning fire. This effect was successfully produced by placing red tissue paper in front of a small flash light. At the side of the stove was a pair of bellows and a coal scuttle made from clay.

Behind the stove stood the seven inch clay figure of Faraday; his white head bent intently, surveying a test tube (a piece of broken thermometer) which he held. The black stove top on which he was working was cluttered with bottles, tubes, and white mixing bowls. On either side of the room were two small tables filled with minute scientific apparatus. To complete the diorama, lights and reflectors were placed in such a way as to cast the most effective shadows, thus "bringing to life" the tiny London laboratory.

Equally well done and meriting high praise for its extreme originality and cleverness was the small stage made by the public speaking class. It was patterned after the school stage and the setting used was that of a play to be presented by the class in the near future. Encircling the stage

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Pageant Plays

Prepared and presented by a class of high school girls under the direction of Elinor Murphy.

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3. DREAM PICTURES—Dramatizing the History of Painting.

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120 Boylston Street

Boston, Mass.

which was made of a large pasteboard box, was a tan cyclorama curtain. The front draw curtains were of red velvet, both resembling those of the auditorium stage.

For the set, small doll furniture was used with the exception of a coat rack and the four artist easels. These were made by the students and stood four inches high. The small pictures for the easels were painted in oils by a class artist. The staging was accurate even to the tiny oak palate with its numerous colors, and to the smeared paint cloth. However, the climax was the lighting. Not only were there border and footlights, but a perfect proscenium arc of twelve lights. Small flash light bulbs were used. This stage was exhibited in a darkened room, with all its lights opened. It proved to be exceptionally effective and realistic.

These were unusual and interesting displays. The enthusiasm and zest with which they were received by the onlookers greatly rewarded the students for their perseverance and initiative.

Not only are such projects as these "fun" to construct, but their educational value and inspiration to younger groups are a great aid in making a success of any exhibit.

At present, organizations wishing to make such elaborate displays are planning now in order to avoid the last minute rush. Planning and preparation help to insure the success of such a project.

An Extra-Curricular Gym Program To Meet the Needs of Problem Children

Jemmer School, Chicago, Illinois

Many interesting extra-curricular activities are being carried on in the schools. One of particular interest to me was carried on by the physical education department of the Jemmer School, an elementary school in a very undesirable neighborhood of Chicago. There were many very bad cases of truancy, and a great deal of disorderly conduct prevailed, but with the introduction of the above mentioned activity much of this was alleviated.

The physical education department set up a program which was both curricular and extra-curricular. The objectives of the department aside from its physiological, mental, and moral aspects are (1) to adjust the program to the special needs of the neighborhood, and (2) to aid in the development of school morale.

The program consists of regular classwork for both boys and girls, Boys' and Girls' Acrobatic Clubs, Dancing Clubs, Athletic Associations for both boys and girls, and the Gym Leaders' Classes.

The regular class work for the lower grade boys consists of story plays, response drills, marching, stunts, low-organized and lead-up games. For the lower grade girls, there are rhythms story play, marching and low-organized and lead-up games. In the classes for the upper grade girls and boys the work is somewhat of the same type with the addition of stunts and tumblings, high-organized games, and squad work. The children enter into and enjoy these regular gym classes as much as they do the clubs, of which the Athletic Associations have the largest membership. These clubs are open to the boys and girls in the 6th, 7th, and 8th grades, and encourage intra-school athletics by conducting interclass tournaments in such sports as Captain Ball, Volley Ball, and Indoor Baseball. In this way the children are organized into play contests in the school instead of spending their time in the streets and alleys.

The Gym Leaders Classes offers further opportunities to develop the qualities of leadership, initiative and cooperation. The Acrobatic Clubs for boys and girls meet one-half hour a week, while the Dancing Clubs have an hour class each week, with daily practice during the morning recess period.

This whole program includes activities for every boy and girl who wishes to take part. School morale has improved, and truancy has been reduced. The physical education department feels that the program is successful. Its purpose was to give the children a vital interest in school activities, to give them an outlet for their leisure time, and to supplant idleness and gang spirit with team work and cooperation.

During Youth Week a demonstration of the work was given for the entire community, and the response to the invitation was so great that the school feels that its influence is reaching into the homes.

Tidbits

FRED McMURRAY

*Theodore Roosevelt Junior High School,
Williamsport, Pa.*

The Theodore Roosevelt Junior High School of Williamsport, Pa., is founded on the philosophy of progressive education. Throughout its organization the teachers act as counselors or directors rather than as teachers. Goals and objectives are initiated and administered through the activities of the student body rather than by means of a set-up imposed upon them. The movements are never imposed from above but are allowed to work out through the pupil body.

Through this method there developed the publication of the *Tidbits*, written by the pupils and printed in the industrial arts department of the school. In considering school papers and school magazines it was concluded that too frequently they are school ballyhoo and propaganda; that they lose sight of an educational objective and become sidetracked into cheap, aimless efforts aping high school and college campus publications. Their tone is beyond the years of the pupils publishing them.

Out of these thoughts there arose the desire to publish the *Roosevelt Tidbits*, consisting of selections of original prose and poetry contributed by all pupils in the school community. The selections are sent to a committee of judges who choose the selections for publication. This competition is announced the first month of school by the president of the Pupil Co-operative Association.

The fourth annual issue of *Tidbits* recently came off the press. It consisted of approximately fifty original poems and prose articles. All of these poems and prose articles are on the level of the years of a pupil in a Junior High School. They fit the age and activities of the children who wrote them. Some titles follow: The Jones' Cat, A Dancer, The Snow, The Smart Little Froggie, A Warning to the Mouse, Mike, A Fishing Story, Winter—1936, Oriental Poppies, God's Gift to Man, Pictures in Words, Sight Seeing on a Trip to Canada. The Awful Examinations, The Old Vacant House, My Cat, Words I Hate to Hear, The First Try, My View of Christmas, Rain, And So On, Dream House, The Bare Tree, But Brother, Oh! Nutty, Varsity vs. Faculty, My Vacation, What a Break!, Some Day, Spinach, Travelers' Rest, My Bathing Suit, Going to Bed on a Rainy Hallowe'en, The Odyssey Modernized.

Here is some verse typical of that referred to above:

A WARNING TO THE MOUSE

While looking through my wardrobe,
I spied a tiny mouse.
I let out, oh! an awful scream—
'Twas heard through all the house.

I scrambled up onto a chair,
Shaking like a leaf,
Feeling sure the mouse would jump,
And make me come to grief.

But he was just as scared as I,
Scuttled to and fro,
Till finally through a tiny hole
In haste I saw him go.

By now I'm well protected—
I've got a mop and broom;
And if that mouse should come again,
He'd surely meet his doom.

—Marjorie Farwell, 8-1

STATEMENT OF OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

of School Activities Magazine, published monthly except June, July, and August, at Topeka, Kansas, for November 1, 1936.

County of Shawnee, State of Kansas)ss.

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared R. G. Gross, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:
Publisher: School Activities Pub. Co., Topeka, Kansas.

Editor: Harry C. McKown, Gilson, Illinois.
Managing Editor: C. R. Van Nice, Morrill, Kansas.
Business Manager: R. G. Gross, Topeka, Kansas.

2. That the owner is: School Service Co., Inc., Topeka, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: Harry C. McKown, Gilson, Ill.; C. R. Van Nice, Morrill, Kans.; R. G. Gross, Topeka, Kans.; T. H. Reed, Topeka, Kans.; Charles H. Buck, Topeka, Kans.; Abbie W. Buck, Topeka, Kans.; Elizabeth M. Gross, Topeka, Kans.; Harold E. Gibson, Jacksonville, Ill.; Nelson Ives, Topeka, Kans.; Earl Ives, Topeka, Kans.; L. Odessa Davidson, Salina, Kans.; G. W. Akin, Morrill, Kans.

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R. G. GROSS,

(Signature of Business Manager)

Sworn to and subscribed before me this first day of October, 1936. MARY V. SULLIVAN,
(Seal) (My commission expires December 12, 1939)

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Have You Read These?

BY THE EDITOR

"Are you running the same kind of a harmless . . . unnatural institution? Are your present pupils as gullible, obedient, hopeful, credulous and as easily deceived as were we of the class of 1930? Mamie and I were married in June, 1933. . . . what we got in your high school has not helped either of us to solve our problems. Frankly, I have never been able to figure out what good algebra, geometry, Latin, ancient history, and the history of English literature did me. How do you expect me to solve these and countless other real everyday life problems with what you gave me? Or did you?" Yes, you guessed it—excerpts from a letter written by a high school alumnus to his old principal. This letter is the introduction of Lloyd N. Morrisett's indictment, "The Curriculum and Life," *Clearing House* for September. If you can't take it on the chin, don't read it but do something aesthetic instead. If you are interested in toughening up secondary education's tenderest spot, read it.

If, after reading Morrisett's constructive blast, you can still see, turn, in the same magazine, to Verne M. Young's "A Successful Intramural Program" for a description of a working program for both girls and boys.

The monthly school magazine, in nearly all except the largest high schools, is about dead, due to its ineane inability to compete successfully with the more lively and profitable newspaper. However, the annual or the semi-annual literary magazine—for which student material is far more highly selected than in the student-staff-member-fill-his-space thing, is coming fast. Miss Essie Chamberlain, an experienced editor, teacher of English, and publications sponsor, has a pertinent article in *Education* for September—"Material for the High School Literary Magazine from the Class in Creative Writing."

What topic, in America, is being talked about today by the greatest number of people? Bet you are mentally answering, "politics." Nope, you're wrong: "Safety." Politics interests only adults and near adults; safety interests adults, near-adults, and several millions of not-yet-near-adults. And if you teach in an elementary school and are

looking for ideas, you will find plenty of them in *The Instructor* for October—nine practical articles describing a large number of teaching methods, about thirty photographs, and twice as many drawings illustrating safety devices.

In America there are nearly a thousand corporations, regularly organized and complete from janitor to president, run by 13,000 boys and girls 16-21 years of age. And these are not "play stores" either. Surprising, if you haven't heard of The Junior Achievement Companies. Looking for something to capitalize a school club or church class, to break up a youthful neighborhood gang, or to train students in ways that will be really beneficial? If so, by all means read Ray Giles', "Big Business in Miniature," in *Review of Reviews* for September.

How many voters, would you guess, did not vote in the 1932 elections? It has been estimated that at least 20,000,000. 'Spose the school has any obligation for teaching boys and girls the importance and the methods of voting intelligently, and for instilling the beginnings of a desire to vote when opportunity comes? A very timely, practically illustrated, and politically profitable article is, "Citizenship Begins at School," by Reign A. Hadsell in *Scholastic* for October 3, 1936.

To spank or not to spank, that is the question. Whether it is better to believe in the efficacy of reason and gentleness, or to place more confidence in a session with the board of education out in the woodhouse . . . Perhaps your state law prevents the use of the old fashioned method; perhaps you wish that your state had or did not have such prohibitory legislation. In any case, whatever your personal reactions, you will find interesting meat in Anna W. M. Wolf's, "New Thoughts on Spanking," in *Parents' Magazine* for October.

And while you have this magazine before you, turn to Dorothy Canfield Fisher's "What Price Popularity," for very appropriate material on settings and situations that face every high school boy or girl—as well as their teachers.

School Clubs

EDGAR G. JOHNSTON, *Department Editor*

CLUBS AND CLIQUES

We hear much in professional groups today about "education for democracy"—and appropriately so. At a time when democratic forms of government have given way to dictatorship in important sections of the world, increased attention is focused on the school's responsibility to develop and foster those qualities which give vitality and permanence to the democratic way of life. Unfortunately the homage at democracy's shrine too frequently fails to pass the stage of lip service. If democracy is to mean anything it must be practised—from the superintendent's office to the pupil in the class room.

There are two related but distinct aspects of the democratic philosophy which deserve attention. On the one hand it means that sharing of responsibility which makes class activity and school administration cooperative pupil-teacher enterprises. To this growth in the ability to work for the common good, the well organized club will make a large contribution.

Another characteristic of democracy is the recognition and encouragement of those unique interests, abilities, and differences which characterize each individual. Each is valued for his own worth and not because of wealth, position, or favored friends. The exclusive society and the privileged clique have no place in that institution of the people, the modern high school. Where the ambition of misguided parents, the influence of alumni organizations, or the selfish desire of a pampered few have led to the domination of exclusive groups in school affairs, the most effective antidote is a vital club program organized on a democratic basis. Youth of healthy instincts are attracted far more by the challenge of something interesting and worthwhile to do than by the chance to be rated in the local "Four Hundred."

It of course goes without saying that the club program which is to promote a democratic spirit devoid of snobbishness must be open to all on an equal basis and must give to each pupil an equal opportunity to find a niche where he can play a part in the club's activities. The program should be such as to offer every member a chance to contribute to the club's activities in accordance with his talents and interest. A club sponsor

who is awake to his responsibilities can do much toward safeguarding the American ideal of an equal opportunity for all.

WHAT THE CLUBS ARE DOING

The report of a girls' league organization is submitted by Mr. Albie M. Beck, principal of the junior high school at Coquille, Oregon; Mr. George Murphy, instructor in the Mandan, North Dakota, high school, writes of the possibilities of a home room club; Mr. Everett G. Shimmin, principal of the Miller junior high school of Aberdeen, Washington, reports on the motion picture club in his school.

GIRLS' LEAGUE

Coquille Junior High School, Coquille, Oregon

GENERAL

1. Each department of the league has its own advisor who works with the dean of girls, the general leader, in arranging for her own group.
2. The chairman of each department of the league is picked by the officers of the league, dean of girls, and all of the advisers.
3. The advisers of the departments are selected by the dean of girls and the principal. Recognition is made of the special abilities and interests of the teachers.
4. Each spring every girl, with the exception of the seniors, selects her favorite department, or in the case of varied interests and abilities a girl is permitted to select two. No girl is allowed to select more than two however. The chairmen are selected as soon as possible in each of the departments.
5. A special meeting of freshmen and new girls is held in the fall to acquaint all girls with the activities of the departments and to encourage each to sign up for her favorite department.

MEETINGS

1. Regular meetings are held twice a month at which time there is regular business, reports of all departments, program, refreshments, etc.
2. The cabinet, which consists of president, vice-president, secretary, treasurer, department chairmen, dean of girls, advisers, and a representative from each class, meets before each general meet-

ing or whenever called for a special meeting by the dean of girls.

3. The departments meet on alterpate weeks from the general meeting with their adviser. Special meetings may be called by the adviser and chairman.

4. The Girls' League sponsors one school party a year.

5. Roberts' Rules of Order are recognized at all business meetings whether general or departmental.

6. The recorder of each department keeps the minutes of that department. At the end of the year all minutes of that department plus the minutes of the general meetings and the treasurer's report, together with clippings are bound together as a year book and placed on file.

DEPARTMENTS

1. *Big Sister.* Before the end of school in the spring the names of all freshmen are presented and a special meeting of this department is held when each girl draws for a name. Lists are made before the close of the meeting and on registration day are posted. The dean of girls has the privilege of assigning new girls to anyone in this department or to make any changes on the original list. On the first day of school the big sister is responsible for the little sister. The little sisters are entertained by a party at the end of the first week of school by the big sisters.

2. *Social Service.* The activities of this department include keeping a scrapbook, collecting and repairing toys for Christmas, distributing baskets at Thanksgiving and Christmas, helping other organizations with welfare, besides having one or two parties a year for poor pre-school children.

3. *Health.* The activities of this department include the sponsoring of hikes, outdoor breakfasts, picnic suppers, checking sanitary condition of the school, looking after lunch room, and sponsoring all girls' sports.

4. *Entertainment.* This department is responsible for the program at each regular meeting either by preparing the program or securing other talent. Speakers, special groups, glee clubs, folk dancing classes, etc., may be employed. They plan games for general meetings, parties, etc.

5. *Ways and Means.* This group provides the revenue for pins, etc. Their activities include selling of hot dogs, pop corn at games, fez caps, pay assemblies, etc.

POINT SYSTEM

Membership in the league is automatic with enrollment in school. There are no dues. Every girl is entitled to a Girls' League pin after she has earned 50 points. One point is given for each unit of service. A girl is entitled to a guard with

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New York, N. Y.

curred when one of the rooms sponsored a "Sun-lite" to which they invited the other home rooms of the school. Then one room entertained another at a breakfast, and soon there was a series of these inter-home room social events that included dances, bridge parties, a barn dance arranged by the members of one home room whose number included one from a ranch out of town, theatre parties, popcorn "Poppers," teas, coffees, "chocolates," and swimming parties. This may seem like a very extensive array of activity, but the rooms seemed to vie with each other in being "different." In a survey conducted near the close of the year, the students were almost unanimous in their approval of the social phase of the program. The most popular social event of the year was the old fashioned barn dance.

Gradually there started the practice of one home room challenging the members of another to a game of basketball. The students then came to the faculty committee and asked if they couldn't conduct an all-home room basketball tournament. This most successful feature was planned, played, and refereed, with only faculty enthusiasm and attendance at the games, by the students. Students suggested that awards be in the form of blue, red, and white ribbons lettered by members of the newswriting class—the school has no art department. Then came calls for spelling matches, drama contests, cooking contests, bridge tournaments, and soft ball contests. Realizing that there must be some order to the contests if the best interests of all the students were to be considered, the committee met with the home room presidents and planned a program of activities for the remainder of the school year. With the exception of the cooking contests, the students planned and executed all the activities enumerated above. As in basketball, so also in soft ball were there contests for girls and for boys. Tentative plans for next year call for a program in which one major contest will be conducted among home rooms each month. From these contests there grew many minor contests. The rooms composed home room songs, they made up yells, some arranged stunts for the pep fests, they took a great interest in the record of attendance for the rooms, they watched the scholarship record and the honor roll with a new enthusiasm, they vied with each other in keeping not only the rooms neat, but also the corridors before their rooms. They painted and made new articles of furniture for their rooms. They took a real interest in their school, and so did their parents.

Lest the article seem like the raving of a newly ordained parent, the writer must point out that he feels the social affairs came to be overworked—

overworked to the extent that in some cases they became a burden to poor parents who were on relief, yet whose children wanted, naturally, to be a part of the function. He also knows that the new program of activities detracted from the accomplishments of the regular clubs. And certainly it meant much more work for an already over-burdened faculty. Yet the benefits were so in evidence, that but two teachers were opposed to the plan being conducted for next year. The secret of success? It's easy—just a peppy, sympathetic teacher with a sense of humor—any group of students, and any activity will be a success!

HOLLYWOOD JUNIORS

Miller Junior High School, Aberdeen, Washington

The Miller Junior High School has an extensive program of clubs which is made up of 36 different types. At the beginning of the school year the pupils are asked to list their preferences for clubs. The teachers are also asked to name their hobbies with the idea in mind that the hobby will serve as means of setting up a plan that will bring teachers and pupils together in a club situation that will be profitable and pleasurable to both.

The school considers itself fortunate in having as a member of its faculty a young man who has as a hobby the entire field of moving pictures. Naturally he handed in as his hobby, "Movies."

The Movie Club or "Hollywood Juniors," as might be expected, was swamped with prospective members. It was finally divided into sections according to interests, with one group interested in the mechanical phases such as a study of the operation of the camera and projector; how movie

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scenes are recorded on film and sound tracks; how they are edited, titled, and spliced in preparation for showing to an audience. The other group was more interested in writing the scenario, costuming, dialogue, directing, casting, etc.

The club purchased an Eastman moving picture camera and projector and the Associated Students purchased a Victor Animatograph, which is a sound projector. The club also purchased a complete developing and repairing outfit. The sponsor, Mr. Fearing, set aside his basement for a laboratory, and the school set aside a projecting room equipped with an excellent screen and darkened windows.

The club attempted to develop a type of consumer education as well as producer education in relation to their activities. The major part of the time was devoted to such topics as: "How to Enjoy a Movie" and informal discussion of recent pictures at the local theatres. Under the sponsorship full length sound pictures were shown, such as *Black Beauty*, *William Tell*, and others of the same type. Another type of activity set up by the club was the writing and producing of an original play called: *Singing in the Rain*. People who know our climate with its 120 inches of rainfall will appreciate the appropriateness of the title. The film was written, filmed, and shown by members of the club. Another activity of the club throughout the year was the making of a complete newsreel of the activities of the school. Every activity that could be shown in motion was filmed and shown to the entire student body. Athletic contests, pet parade, crowning the May queen, fashion show of dresses made in the home economics department, and clothing classes, Thanksgiving Day baskets being delivered to the less fortunate, toy drive at Christmas time, swimming teams, P. E. classes, dance numbers, play casts, faculty members, student committees, band and orchestra, visitors, clubs, class activity, trips, and many other events were filmed and shown.

The relation of the club to other school activities needs but little comment. The English department cooperated in the writing of the plays. The social science department was interested in certain historical phases of the plan with emphasis of the role of moving pictures in society. The art department developed settings. The industrial arts department built scenery. The clothing department made costumes. The general science department became very much interested in the scientific phases of light and sound. The dramatics department was prominent in staging the plays. It seems needless to go further into the interrela-

tions in the situation. The possibilities are self-evident.

I believe the following outcomes may be fairly claimed by this activity:

1. A better appreciation of moving pictures by members of the club and by the entire student body.
2. A lasting hobby for all members and a beginning of vocational interest on the part of some.
3. A purpose was given to students in the study of English.
4. Excellent entertainment was given students throughout the year.
5. School spirit was developed markedly by the news reel.
6. Various fields of activity of the school were brought into integration.

In conclusion it can be said that only the surface of possibilities of such a project has been touched. As time goes on we hope to enlarge the scope of the club until it takes its place as a part of the activities of the entire school, or in the words of Dr. Hand, "It will be a part of the curriculum." It is not a play activity, but rather an educative process that has real meaning to boys and girls.

Hobbies

B. W. Painter, principal, Sutter Junior High School, Sacramento, and his associates, have brought out an interesting and attractive 24-page booklet entitled "Vacation Hobbies, Sacramento Public Schools, Summer—1936."

The book was printed by pupils of Sutter Junior High School and distributed in the spring. Chairman of the committee was Elizabeth A. Crews, home economics department. The booklet attractively presents opportunities for planning and spending a more enjoyable vacation.

Indispensable as they are, mastery of the three R's is no longer the fundamental purpose of American education.—*Frank W. Ballou.*

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Stunts and Program Material

W. MARLIN BUTTS, *Department Editor*

HOME-MADE ASSEMBLY ENTERTAINMENT

On the assembly stage, a school bares its soul. Is the school back of its athletic activities? The assembly program will tell. Is history and literature taught so that they live dramatically in the minds of the students? Watch the assembly programs and see. Which clubs are strong and which are just alive? The assembly program will give the answer. Does the faculty dominate, or does a spirit of co-operation exist between students and teachers? Nothing will show better than the assembly program.

The assembly program is more than a school spirit barometer, however. It is an important factor in the educational scheme, and as such deserves careful planning. The program from which the actors are to learn poise, requires one type of presentation; that which is to give facts of history, literature, geography, or health education demands different treatment; and that which is done just for fun or to create enthusiasm for some school activity, has still different requirements. There is material available for every program need and this department will give SCHOOL ACTIVITIES' readers a review of this material in the December number. Those who depend entirely on published material miss much of the pleasure and educational value that comes from teachers and students working together to build suitable programs; it is fun and really quite simple.

Simplest of all dramatic mediums is the pantomime, with one person to do all of the reading, and the rest with nothing else to do but act; it saves the new actor the embarrassment of attempting to remember the appropriate action and the right lines at the same time. Songs, poems, or stories in abundance will furnish material for this type presentation. Miss Hafer in the September SCHOOL ACTIVITIES gave an example of the former with "O, No, John, No, John, No;" and as an example of one of the others we offer:

THE PRIVATE LIFE OF A COLLEGE BOY

A full cast may be used as suggested by the lines, or one boy may act with imaginary "gang," "boys," "charming girls," while another reads. Since there is need for slight change of costume and properties, music is suggested between scenes.

I

(Music: "Boola, Boola")

Now meet, we pray, our hero
A typical college lad.
His intimate life we truly give;
Be it good or bad,
At midnight.

II

(Music: "School Days")

His mother often pictures him,
As pouring o'er his books;
A studious and hard working lad.
Is this the way he looks,
At midnight?

III

(Music: "Hail! Hail! The Gang's All Here")

His father thinks he's with the gang,
And acting like a clown,
Out all night carousing around
And painting up the town,
At midnight.

IV

(Music: "For He's a Jolly Good Fellow")

His brother knows he's playing cards
With boys across the hall.
He's playing wild and reckless.
He never wins at all,
At midnight.

V

(Music: "Moonlight and Roses")

His sweetheart dreams he's dancing,
Within a garden fair;
There's lowered lights and charming
girls.
She's positive, he's there
At midnight.

VI

(Music: "Sweet and Low")

Now if the truth be known;
He's doing none of these,
But in his bed and sleeping,
As soundly as you please,
At midnight.

(The End)

Slightly more difficult is the dramatization of incidents from fact or fiction. History is filled with scenes that can be reproduced; science offers more thrills than mystery writers can conceive; there is hardly a current event that hasn't dra-

matic possibility; and the biography of any interesting personality will suggest dramatic scenes. It is necessary that a presentation of this nature be exactly according to facts. The more unusual the facts, the keener the interest of actor and audience. It is not less historically accurate that Vasco de Balboa started his first voyage as a stowaway nailed in a cast, than that he waded into the Pacific and claimed it in the name of his country—and, to the average student it is both more interesting and more dramatic.

The writing of a play offers more difficulties. It does not require the depicting of facts; fantastic imagination will do as well—or, a combination of the two will do. It does require stage effects that will carry the audience with the rise of the curtain to the death house at Sing Sing, a crater on the moon, the reception hall of Buckingham Palace, or whatever place the setting of the play requires. Next, this stage must be peopled with convincing characters. In some uncumbersome way the audience must meet the characters, know who they are, what they have been doing before the opening of the play, and why they happen to be there at that moment. Once introduced they must become involved in a situation, or situations, that have action, progress towards a climax, and having progressed through one or a number of acts, finally arrive at the promised climax. Here is the framework of a play that keeps twelve boys busy for an hour: A night in a haunted cabin—money disappears—first aid kit vanishes—unexpected visitors arrive—every one looks and feels guilty—a mysterious departure—a tramp through the snow—midnight—and then—the solution. This play was written around a cabin that the author knew; the boy characters were materially boys of his acquaintance; and the rest, things that happened in the author's imagination and might have happened in fact, but just never did. In such simple ways, plays are made.

The skit or stunt play is the mischievous little brother of the more conventional play and breaks most of the rules of conduct of the conventional play. The characters need no introduction for they are types rather than personalities. Their exaggerated costumes and actions identify them at once. They are in the middle of a situation when the lights come up, and it develops rapidly and often absurdly to the climax. Let "Salesman Sellum" illustrate.

SALESMAN SELLUM

Characters: Salesman Sellum, energetic salesman; Mr. Bumpstead, middle aged, bald, and ro-tund; office boy, an off stage voice.

Scene: The inner office of Mr. Bumpstead.

(Mr. Bumpstead sits at his desk dozing. One hand repeatedly wanders to his head in futile efforts to discourage flies attracted by its shining surface.)

SALESMAN SELLUM: (Off stage) Young man, I am Salesman Sellum, noted from coast-to-coast as the only man on the road who has never failed to make at least one sale to each and every customer approached. Announce me to Mr. Bumpstead.

OFFICE BOY: Can't do it. He's not in. (Off stage)

SALESMAN SELLUM: (Off stage) My boy, do you know what a boy gets who lies?

OFFICE BOY: (Off stage) Yes sir. He gets a raise.

SALESMAN SELLUM: Out of my way. I can't waste words with a menial. (Throws open the door. Enters.) Ah, Mr. Bumpstead (Takes Mr. Bumpstead's hand, shakes it violently.) How fortunate that I happened to drop in on you when you were out.

MR. BUMPSTEAD: Huh? (Awakens slowly, studies Salesman Sellum with sleepy eyes) What are you doing here? Where's that useless office boy? What does he think I am paying him for, but to tell people that I'm not in, and keep them from bothering me during business hours?

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SALESMAN SELLUM: There you are. You have taken the very words from my mouth—what do you pay that useless office boy for? Thousands, yes, hundreds of thousands of great executives, like yourself, have dispensed with that archaic device, commonly known as, "the office boy," and have substituted in its place, that latest and greatest discovery of science which guarantees non-interference for the over-worked business man, while he is out. Here you are. The solution to your problem in one simple compact card. (*Displays orange card on which is printed, "Under Quarantine, Smallpox."*) We offer this never fail appliance this month in a special offer with this little combination cooky cutter and can opener that will delight your wife, all for the small sum of —.

MR. BUMPSTEAD: I don't want your confounded signs and I have no wife.

SALESMAN SELLUM: What? A man of your personality, and loving disposition not married. (*Draws from his pocket a collection of women's pictures.*) You are indeed fortunate that I have arrived, for I am about to offer you at a very special rate membership in the "Maiden and Man Matriomonial Mart" whose satisfied membership is distributed throughout the civilized world. Just look here. (*Shows pictures.*)

MR. BUMPSTEAD: Get out. I don't want your

cards, your membership, or anything that you have. Now get out! Get out!

SALESMAN SELLUM: Calm yourself, Mr. Bumpstead. I can see that you are a self made man, unschooled and untutored. You have betrayed your lack of education by so rudely using that unpolished phrase, "get out." Never again does your vocabulary need to be limited, for I am about to offer you this little book of synonyms which gives you the proper word for each delicate shade of meaning—here on page 987 you will find synonyms for that crude expression, "get out"—allow me to read them to you:—"dislodge thyself; depart; depart hence; be banished; be extricated; remove thyself; exit; leave me; tarry not; begone; delay not; remove thy unwanted self"—

MR. BUMPSTEAD: Can't a man have any peace. These flies are driving me crazy and now this insect.

SALESMAN SELLUM: Did I hear you mention flies? (*Looks at Mr. Bumpstead's head*) Ah, to be sure. They would annoy you, but never fear for we have here a gadget that never fails. Not only does it protect the head of the wearer but catches and holds the offenders. By wearing this great invention you are insuring comfort for yourself and being a public spirited citizen as well, by capturing the offending flies that they, nor their

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descendants, may never bring distress to others. (Takes skull cap to which has been fastened fly paper and places it on head of Mr. Bumpstead. Mr. Bumpstead in attempting to remove it, gets it stuck to his hands.)

Careless, very careless of you to attempt to remove it without first reading our full directions for removing the "Foolproof Fly Frustrater." These directions are printed on each and every package. Never mind, however, Mr. Bumpstead, for we are prepared for such emergencies. (Takes bottle from pocket and applies liquid from it to Mr. Bumpstead's hands. As he works to remove the fly paper he continues to talk.) This magic fluid will remove all signs of the substance from your hands in a jiffy—in fact that is only one of the many uses of this mystical solution. It removes stains from furniture; corn, bunions and callus from the feet; removes ink spots from clothes; freckles, moles, and warts from the skin; in addition to bringing instant relief to one suffering from hay-fever, asthma, measles, and whooping-cough—in fact, the uses to which this may be put are limitless—yes, I might even say—

MR. BUMPSTEAD: Well don't say it. I've stood all I can. I'm exhausted. (Falls back in chair and mops his brow.)

SALESMAN SELSUM: You perspire, in short you sweat. Not strange. Not strange at all. For that is a phenomenon common to all members of the human race. But not all, in fact very few remain, who use that old fashioned energy-wasting hand and handkerchief method of freeing their brow of that liquid irritation. Multitudes are conserving their energy and allowing our "Patented Perspiration Pusher" to do the work for them. (Takes out a gadget made by fastening a heavy wire to the center of a pair of ear muffs, to the other end of the wire is fastened a piece of cardboard which swings to and fro in the manner of a windshield wiper. Salesman Sellum places it on the head of Mr. Bumpstead.) Now move your head gently from side to side. (Puts hands on either side of Mr. Bumpstead's head and moves it to and fro.) And lo, our little marvel does your work for you by gently frisking away the perspiration.

MR. BUMPSTEAD: (Rising takes gadget from head and throws it at Salesman Sellum.) Take your truck and get out of here. (Sinks into chair) Oh my heart. My heart.

SALESMAN SELSUM: (Takes small bottle from pocket.) Without any obligation on your part, I want you to try some of our "Hasty Heart Healer." (As Mr. Bumpstead leans back with his mouth open gasping for breath, Salesman Sellum

pours some medicine down his throat. Replaces bottle in pocket.)

MR. BUMPSTEAD: (Holds stomach. Writhes in pain.) Oh such pains. I'm dying. I'm dying.

SALESMAN SELSUM: That's strange, I've never known it to fail before. (Takes bottle from pocket, looks at it.) My mistake. This is the wrong bottle. I gave you a dose of our "Rapid Rodent Ridder" that never fails to rid a house of rats, roaches, mice, in fact any living creature within the house of the user. So potent is its contents that three bottles of this mixture contain enough poison to wipe out the entire United States Army. I am truly sorry, Mr. Bumpstead, but I will not fail you, even in your last hours. (Takes drawing from pocket.) Here you see a plot map of the "Cozy Corner Cemetery" in which I am able to offer to you at a surprisingly low price, a lot with—

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(With great difficulty rises and takes Salesman Sellum by seat of trousers and collar and marches him to door. Kicks him out. Slams door and returns to chair.)

(Door slowly opens, Salesman Sellum enters quietly and goes close to Mr. Bumpstead unseen by him.)

SALESMAN SELLUM: My dear Mr. Bumpstead, you have not long to live, but another will take your place. I know that you will want to leave him something to remember you by. Let me suggest this revolver in case your successor should be annoyed by salesmen.

MR. BUMPSTEAD: How much? How much is it?

SALESMAN SELLUM: The small sum of \$9.98 will buy this convenient article.

MR. BUMPSTEAD: Give it to me. Here is your money. (Pays Salesman Sellum. Salesman Sellum delivers the revolver, pockets money and starts for door.)

MR. BUMPSTEAD: My last deed on this earth is going to bring me my greatest joy. (Shoots Salesman Sellum.)

SALESMAN SELLUM: (As he falls.) You got me pal. But I made a sale.

(Lights Out)

A very popular form of stunt play is Black-out. It takes its name because the lights are extinguished in place of drawing a curtain at the close of the last line of business. In Richard Drummonds, "Three Minute Blackouts," he calls it, "A funny little creature with a stinger in its tail." It is a single situation, quickly and tersely told, and then in the last line the audience discovers that the climax which it gets is not at all the one for which it was prepared. Would one expect that "He" in "Lovers' Farewell" would call "at eight tomorrow night after vowing that he would never see "She" again?—well perhaps, for lovers do queer things. Anyway, here is how it happens in the blackout.

THE LOVERS' FAREWELL

Scene: Her home.

HE: Good-bye forever. I'm through.

SHE: (Weeping) Oh John. Not through? Not forever?

HE: Yes. A thousand times, yes. Never again will I darken your door.

SHE: (Still weeping) Never, John? Never?

HE: No, never. I never want to see you again as long as I live. Good bye. (Exits, slams door.)

SHE: What shall I do without my John? I shall never see him again.

HE: (Opens crack in door) And another thing—don't forget about the dance tomorrow night—I'll call for you at eight o'clock.

(Lights Out)

At the Cook County, Illinois, annual spelling bee, the judges missed one of the words but were corrected by the contestants. Because of a typographical error on the judges' list, "inadvertently" was spelled "inadvertantly" by the judges although the children in the contest spelled the word correctly. The children's spelling was credited, however, a few minutes after the contest.—*The Educational Digest*.

"A New York couple is sacrificing everything for their prodigy son, whose relaxation is playing Bach." Yet some day he'll probably be playing Bach.—*New Haven Journal-Courier*.

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Parties for the Season

MARY HELEN GREEN, *Department Editor*

A TURKEY PARTY

Invitations to a turkey party should be a good start toward a November hour of fun. Hand drawn turkeys are always more attractive than purchased ones. However, if there is no artist in the group, one may substitute cut-outs from figured crepe paper which are mounted on a substantial background, the place and time of the party to be printed on the back.

GOBBLE, GOBBLE

Everyone will enjoy taking part in Gobble, Gobble. Cards such as sketched below, each one having a different combination of numbers, one to eighteen, and twenty grains of corn should be furnished to each guest. Squared paper will save time and will be heavy enough if tables are used. The leader calls a letter and number as G-ten, B-four, E-fifteen, and each player who has on his card the combination called places one grain of corn on it. The game is to fill first any horizontal, vertical or diagonal line with corn. A "gobble, gobble," announces his success. Cards should be changed often.

G	O	B	B	L	E
5	12	4	13	3	6
10	15	3	7	11	9
16	4	9	5	8	2
12	14	2	18	1	15
1	13	14	11	17	10
6	18	17	8	7	16

An individual inexpensive prize of a prune turkey may be awarded to any who has a "gobble, gobble." The following are needed to make a prune turkey:

- 1 uncooked prune
- 1 raisin
- 1 turkey feather
- 3 inches red yarn
- 1 invisible hairpin
- 1 common pin

The prune makes the body of the turkey, the raisin the head, the hairpin the legs and when bent on the ends makes the feet; the turkey feather

the tail and the red yarn the wattle. Pin the raisin to the prune, push the hairpin through the other end of the prune, bend the ends under, add the tail and tie the red yarn between the raisin and the prune.

At the end of the game a grand prize of a candy turkey or a toy turkey filled with candy should be given.

FEATHERS

A feather blowing contest is one in which contestants seated along the side of a table are permitted three chances to blow a feather from a given line to a distance as far away as possible. The long distance blower should have "a feather in his cap."

Another feather game is the picking up of feathers which have been scattered by the leader. The more activity there is the more scattered the feathers are. This may be either an individual or a group contest. If it is the latter it is fun to have each group place its feathers in three partially sewed ticking covers about six inches square, these small feather pillows when completed to be used by members of the group in a throwing contest. Different colored ticking should be used for each group.

The floor should be marked off into five divisions as:

10	
5	
20	
5	10

Contestants standing at a distance of 25 feet throw the three bags. One group throws, then the other, the latter trying to displace the bags of the former. Score is counted according to the place where the bags are located after both teams have thrown. If any bag loses a feather the group to which it belongs loses 50 points.

TURKEY

For a guessing contest the following list is suggestive of "Turkey." These may be numbered and either placed on a table or passed to seated guests.

1. Turkey in the straw—Candy turkey in straw.
2. Turkey red—Piece of red cloth.
3. Turkish toweling—Bath towel.
4. Turkish bath—Cabinet with steam.
5. Angora—Angora wool or Angora cat.
6. Turkey dressing—Bandage.
7. Turkey (country)—Map of Turkey.
8. Ottoman (Empire)—Footstool.
9. Veil (formerly worn by Turkish woman—Picture of valley - (vale.)

TURKEY IN THE STRAW

Among the song sheets saved from time to time there is probably one to the tune of "Turkey in the Straw." Just for convenience here is one which is full of entertainment:

When you go to the country
For a change and a rest,
The railroad gets the change
And the farmer gets the rest.
You retire bright and early
For a good night's sleep
And the birdie on the window
Goes "PEEP, PEEP, PEEP."
Then the cow speaks up
And says "MOO, MOO, MOO."
And the owl in the tree
Says "WHOO, WHOO, WHOO."
Then the duckie in the pond
Goes "QUACK, QUACK, QUACK"
And the guinea hens add
Their awful "CLACK, CLACK, CLACK."
When the crows in the trees
Go "CAW, CAW, CAW"
And the gray mule Maud says
Her old "HEE HAW"
All the piggies in the pen
Go "OI, OI, OI"
While the tire on the Ford
Goes BLOOEY, BLOOEY, BLOOEY.
Then the dogs in the barn
Start to "BOW WOW WOW"
While the turkey gobbler starts
To "GOBBLE, GOBBLE, GOBBLE."
You wake and scratch your head
And think hard and long
To discover any sense
To this foolish song.

This may be sung in unison or it may be divided as follows: Everyone sings the first four lines,

the first appointed group sings the next four and each succeeding group sings two in turn. The last four are sung in unison.

For refreshments nothing could be better than a good turkey sandwich with pickles and a drink. Baked ham on toasted bun is a good substitute if turkey is not available.

FOOTBALL PARTY

In honor of the football boys who have worked hard throughout the season, there is generally a party or banquet given. Invitations to this social function may be made on cardboard or heavy construction paper cut in the shape of a football, this to be about two and a half inches in length. Paste a two-inch frill of crepe paper under the football letting it project out a distance of one inch. Cover the rough edges on the back with a small piece of paper. Place the necessary facings and markings on the cardboard, also the in-

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formation concerning the party and deliver to the guests who are to be invited.

School colors may be used, one for the football and one for the crepe frill. Cream or brown colored footballs are effective. Be certain that the ink used for printing is enough of a contrast to be legible.

To divide the guests into teams, give each, as he enters, a small numbered paper pennant of a neighboring school or a large university. If the crowd is small, about 20 people, two kinds of pennants representing two schools will be sufficient; if large, of course more will be needed. The use of school colors will make the pennants attractive. College colors may easily be found in the World Almanac.

TOUCHDOWN

Touchdown is played by lining up the various teams in parallel lines all facing a goal line about 25 feet away. Provide each team with a football, giving it to No. 1 in each line. At a given signal No. 1 runs with the ball over the goal line, touches the ball to the floor, and in a position behind that goal line, throws a forward pass to No. 2, who in turn runs with the ball to make his touchdown. After the player finishes his play he remains behind the goal line until the end of that particular game. The score made by each team is counted when all of one team have made touchdowns. A return trip to the opposite goal will make a second game. After playing the game a few times, give to the winning team of the Good Times Valley Conference—the one having made the most touchdowns during the season—a loving cup (a tin cup or dipper filled with treats.)

CHARADES

Charades based on football terms or names of colleges will be restful after "Touchdown." A group should make preparations for these before the party. Pass paper and pencil to the others. Some suggestions for football charades are:

1. Line men or hero—Line of men.
2. Touch back—Touch own back.
3. Fourth down—Four stand in a row. Push fourth one down in a chair.
4. Center—Let one person be the center of attention.
5. Tackle—Use fishing tackle.
6. One yard line—Use tape line one yard long.
7. Quarter-back—One boy says to another: "Where's that quarter I gave you the other day for your lunch?" The other boy replies: "That's right, I forgot all about it. Here it is. Thanks."

SELECTING THE TEAM

This stunt should be arranged before the party, but should appear impromptu to the audience.

An appointed football coach should select his teams from the girls in the room. He should be popular with both boys and girls and must be able to entertain the audience with his remarks. He calls one at a time, weighs her on bathroom scales and measures her height with a yard stick. If she is too thin, he may suggest that she eat more pie and cake so as to be ready for next year's team. If too short, she should try reaching the ceiling as a daily exercise. In time he selects his teams who are to suit up in gym togs to play a farce game, if possible a duplicate of some of the outstanding plays in games of the year. Full teams are not necessary. Numbers corresponding to those worn by the real team should be worn by the girls. The opponent's team should be labeled with their school name. A referee and umpire after meeting the requirements of fairness (fair-complexioned) control the game.

One of the underweight or flat-footed girls who

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OCCUPATIONAL INDEX

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is good at tap dancing could be asked to do her exercises while the girls on the team are dressing. One whose voice is weak—too weak to call signals—could strengthen it by singing.

REFRESHMENTS

If the training season is over, football boys would relish apple pie with cheese for refreshments.

Decorate the table as a football field with goal posts of the school colors. Mark off the yard lines. Make black silhouettes of the team, pasting a support on each side to make them stand up. These silhouettes should show the team in action.

Small gilded footballs made from soft shelled pecans, and marked with lacings may be used as favors. The invitation idea suggested above may be used as a place card. Another place card idea is to use a white card as a base, to which has been fastened a small black paper stick-up on which is pasted a gold paper football bearing the school initials. The name of the guest is printed on the white card.

Select partners through the use of numbers on the pennants given out as one entered the party.

The football team may be recognized at this time by speeches and songs. Original parodies on popular songs written especially for a particular school are always entertaining.

AT THE THANKSGIVING TABLE

A very attractive and inexpensive centerpiece for a table during the Thanksgiving season is a large cornucopia filled with luscious edibles. Fresh fruits, raisins, figs, cheeses, nuts and interesting bits of hors d'oeuvres all topped by a graceful bunch of grapes make a real horn of plenty.

The cornucopia may easily be made in this manner. Obtain a medium weight piece of cardboard or tagboard twelve by eighteen inches. Roll into the shape of a funnel leaving an opening at one end one inch in diameter, at the other end eight inches in diameter. Irregular edges should then be trimmed. This should measure about sixteen inches in length.

The curved end of the cornucopia is made by wrapping loosely a sixteen-inch long medium-weight construction wire with paper (newspaper will do) the amount of paper used gradually decreasing from one end to the other to give a tapering effect. Insert this covered wire through the mouth of the cornucopia, the greatest thickness of the paper going in last and holding it in place. The total length at the bottom should now be thirty-two inches. Curve into shape.

Cut two-inch strips of a good quality of crepe paper in light yellow, light orange and deep or-

ange and a short strip of dark brown. Crimp the edges. Wrap and paste the yellow strip around the largest part of the horn overlapping each preceding row to give a ruffled appearance. Cover about eight inches with this color, then add eight of the light orange, twelve of the deep orange, and four of the dark brown for a tip. The various colors should be harmonious in order to give the desired effect.

Line the inside with a four-inch light yellow ruffle.

A bow of dark brown crepe paper and richly colored artificial oak leaves should be used as an accent on top of the light orange.

If desired a small three-inch standard made of covered wire may be used to hold the curved part above the table.

Supplement the centerpiece with individual nut cup cornucopias made from white nut cups on the outside of which four small wires about seven inches in length have been fastened with an adhesive tape to make the stem of the horn. Cover with one inch strips of light orange paper.

Gifts or favors attractively wrapped may replace the edibles in the large cornucopia, if desired.

Orange candles in low brass candlesticks help balance the table.

To accompany the cornucopia table there may

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be placed at each one's plate a fruit guessing contest. This is found inside an apple made from colored paper. These sheets of paper may be fastened together with green floss or ribbon. Here is the contest:

1. Two short French words.
2. A bridal couple.
3. An article, a sly and searching inspection and a small bed.
4. The news of the day.
5. An important part of history.
6. An exclamation and a cook stove.
7. Cause of Eve's downfall.
8. A prohibitory measure and a girl's name.
9. A desirable political appointment.
10. Two consonants and a monkey.

Answers

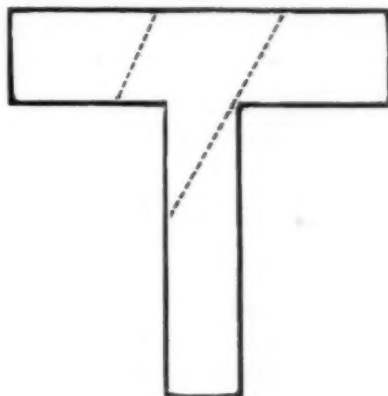
- | | |
|------------|-----------|
| 1. Lemon | 6. Orange |
| 2. Pear | 7. Apple |
| 3. Apricot | 8. Banana |
| 4. Currant | 9. Plum |
| 5. Dates | 10. Grape |

Gilded quail wish bones are lovely when tied with brown ribbon on a small cream colored roll of paper, these rolls to contain when opened a Thanksgiving wish or fortune in rhyme. Magazine pictures may be pasted on the paper to serve as a fortune. If desired an original wish may be

written for another in the group, a name inside the roll telling for whom it is to be written.

To each person at the table may be given a piece of paper on which the letters of the word "Thanksgiving" have been written vertically. Each letter then is to begin a word—something for which he is thankful. These same letters may be used in the regular order to begin words which will make a sensible Thanksgiving wish.

To put together the four pieces of a cardboard T is to some a rather difficult puzzle and to most people an interesting one. Try it on your guests.



A Minnesota Superintendent

inserting this in a recent Bulletin to Principals—

"In arranging the professional literature program of your building this year, may I again call attention to 'The Journal of Education,' a twice-a-month periodical, published at 6 Park Street, Boston, Massachusetts.

"I think I have told you before that I first became an enthusiastic reader of this periodical some two years ago. I have learned to like it tremendously and look upon it as one of the finest things that come to my desk. I know you and your teachers will enjoy it. The content is particularly well chosen. The editing is splendid. All articles are brief. It has a special feature in a 'News Digest' which teachers will like."

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ASSEMBLY ROOM PLAYS, selected by A. P. Sanford. Published by Dodd, Mead, and Company, 1936. 272 pages.

This is a volume of short plays of various authors. They were selected for use in the school assembly and should serve that purpose well. The book contains thirteen plays of varying lengths and using from five to fifteen characters. The plays differ widely as to theme and purpose, but all of them should find use in the school assembly. A small royalty charge is payable to the author of each play when it is presented, but the plays in this collection are distinctly above in quality those ordinarily offered without royalty.

THE PSYCHOLOGY OF ADJUSTMENT, by Laurance Frederic Shaffer, Associate Professor of Psychology, Carnegie Institute of Technology. Published by Houghton Mifflin Company, 1936. 600 pages.

In a most general sense this book deals with applied psychology. The problems which it treats are those which must be faced in the general business of living. The author brings together many established facts of objective psychology and applies them to the real individual in the world as he finds it. Here scientific method is respected, but typical problems of adjustment are described and explained in an interesting style. This is a big book, but it lends itself to reading by short sections.

SHOULD THE GOVERNMENT OWN AND OPERATE ELECTRIC UTILITIES, compiled and edited by E. C. Buehler, director of forensics, University of Kansas. Published by Nobel and Nobel, Publishers, Inc., 1936. 350 pages.

This is volume III of Buehler's Annual Debater's Handbooks. It treats the current high school debate question from all angles. The author has given in this book the benefit of his many years of experience in the field of interscholastic debate. He presents briefs that are complete and easily comprehended. He answers questions in a manner that leads his readers to a practical and wholesome attitude toward the topic of discussion and toward debate. His bibliographies are

generous but selective. His reprinted articles are varied and well selected for the purpose. High school debate interests will be well served by this book.

FOLK FESTIVALS, collected by Mary Effie Shambaugh, Assistant Supervisor of Physical Education, University of California. Published by A. S. Barnes and Company, 1932. 155 pages.

This book is timely in view of the present curriculum on the activity basis. Folk dancing is offered here, not as a part of the program in physical education primarily, but linked with social studies, drama, and literature, as an expression of the social and esthetic in life as a whole. In the volume are given the stories, music, description and illustrations of many costumes, and instructions for staging more than fifty numbers on folk gatherings and festivals in a dozen national and historical settings.

THE DECLINE AND RISE OF THE CONSUMER, a philosophy of Consumer Cooperation, by Horace M. Kallen. Published by D Appleton-Century Company, 1936. 484 pages.

In this splendid book on philosophy of the consumers' movement, Dr. Kallen has drawn a clear picture of the development of the producers' philosophy, of how profit-making capitalism developed and supplanted feudalism. His estimate of the possible contribution of Consumers' Cooperation in solving the present-day paradox of "starvation in the midst of plenty" in keeping with the American tradition of individual liberty and democracy is particularly fine. He does not treat the problem of securing abundance as solely an economic problem, but he is interested in securing an abundance of spiritual goods as well. In Dr. Kallen's view, the emergence of a free society where men may lead the good life, is not conditioned only by modes of production, but also by men's ideals and their habits of thinking. He excludes today's chief rivals of the consumer economy of abundance—Communism, Fascism, Nazism—because "they nullify human individuality and compel people to subject their lives to the hope of a false security in the place of the half-freedoms of producer-capitalism and the true freedom of consumer-

cooperation, which is but the economic organization of liberty." This book is a splendid piece of research work on the part of Dr. Kallen and deserves a high place on the reading list of every student, teacher and adult interested in our present-day economic and social problems.

THE YEAR 'ROUND PARTY BOOK," by William P. Young and Horace J. Gardner with silhouettes by Katharine Haviland-Taylor. Published by J. P. Lippincott Co., 1936. 128 pages.

This party book contains complete directions for party programs covering the red letter days of each month. The book is thorough in giving careful explanation of such details as decorations, games and contests, menus, and even recipes for the suggested edibles.

Party programs in simple understandable language are given for more than twenty occasions such as New Year's Day, Lincoln's Birthday, April Fool's Day, Vacation Rainy Day, Christmas and Watch Night.

Parties for churches, schools, camps, clubs, fraternal organizations, and individual homes are easily and well planned by the use of "*The Year Round Party Book*," written by the same authors as the previous success, "*Games and Stunts for All Occasions*."

BEHIND THE FOOTLIGHTS by Charles Chambers Mather, chairman of the Department of English, Culver Military Academy, Culver, Indiana; Alice Harvard Spaulding, head of the Department of English, High School, Brookline, Mass.; Melita Hamilton Skillen, Director of Dramatics, Nicholas Senn High School, Chicago, Ill. Published by Silver, Burdett and Co., 1935. 479 pages.

How shall we develop in the amateur high school actor an appreciation of drama and an experience in dramatics—the essentials in producing a good play? This book brings an interesting answer. The purpose of the textbook is to develop this appreciation of modern drama and to better prepare the student for participation in plays by regular classroom work.

Several of the chapters making up this story of back stage performance are History of the Drama, The Three Basic Types of Drama, The Voice in Expressing Emotion, Projecting Character, Directions for Using Make-up, Architectural Features, Lighting the Stage, and Rehearsals. The book presents the techniques of dramatics illustrated by many photographs of scenes and characters and

is written in language simple yet dramatic enough to fascinate the students.

The classroom becomes a laboratory in which are developed many valuable projects and from which emerge more understanding and experienced actors for our high school plays.

A Poem

The late Dan McGugin, long time athletic director at Vanderbilt University, it is said by "Old Timer" in the Atlanta Journal, loved and used this poem with his boys.

"Dear Lord, in the battle which goes on through life,

I ask but a field that is fair;

The chance that is equal with all in the strife,

The chance but to do and dare.

"And if I should win, may I win by the code,

With my faith and courage held high;

And if I should fail, may I stand by the road,

And cheer as the winners go by."

—*School Executive*.

The man who is always rushed to death is usually one who hasn't the ability to organize his work.

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Comedy Cues

A surgeon, an engineer, and a politician engaged in a controversy over the question of which of the three represented the oldest profession.

To carry his point the surgeon pointed out that Eve was made from Adam's rib—undoubtedly a work of surgery.

"But God made the world out of chaos," replied the engineer, "a great piece of engineering."

"But don't you know who made the chaos?" the politician asked.

INSPIRED

"Dad, what is an actor?"

"An actor? My son, an actor is a man who can walk to the side of the stage, peer into the wings filled with theatrical props, dirt, dust, other actors, stage hands, old clothes, and other clap-trap, and joyfully say, 'What a lovely view there is from this window'."

—*The Furrow*.

TWICE WRONG

Auctioneer: "What am I offered for this beautiful bust of Robert Burns?"

Man in the crowd: "That ain't Burns, that's Shakespeare."

Auctioneer: "Well, folks, the jokes on me. That just shows what I know about the Bible."

—*The Furrow*.

Freshman—Some upper classman was just telling me that we are to have a new concrete stadium next fall.

Sophomore—Yes, the alumni have at last decided to use their heads.—*Pathfinder*.

OFF THE GOLD STANDARD

Fond Mother: I hope my little darling has been as good as gold all day.

Nurse: No ma'am. He went off the gold standard about four o'clock.

—*Alabama School Journal*.

A PERFECT PAIR

An old farmer and his wife were driving along a country road through hilly country. The team,

when they came to a hill, would settle into the collar and pull at a steady stride.

The farmer's wife said, "Hiram, I have just been thinking, watching this team settle in the collar and pull steadily along, how wonderful it would be if we could go through life that way."

"Maria," he replied, "possibly we could, if we were like this team with only one tongue between us."

STOCKING TEST NEXT

First Mosquito—"Why are you making such a fuss?"

Second Ditto: "Whoopee! I passed the screen test."—*Journal of Education*.

Hitch Hiker—Hey, mister, I'm going your way.
Motorist—So I notice; but I'll bet I get there first.—*The Pathfinder*.

MENTAL CALCULATION

Math. Prof.: "If there are forty-eight states in the Union, and super-heated steam equals the distance from Bombay to Paris, what is my age?"

Frosh: "Forty-four, sir."

Prof.: "Correct, and how did you prove that?"

Frosh: "Well, I have a brother who is twenty-two and he is only half nuts."—*The Furrow*.

GOOD ADVICE

A Houston road sign painter suggested the following signs for railroad crossings:

"Come ahead. You're unimportant."

"Try our locomotives. They satisfy."

"Don't stop. Nobody will miss you."

"Take a chance. You can get hit by a train only once."

"We must go to Stratford," an American on a visit to England, said to his wife.

"What's the use of that?" asked she. "We can buy Stratford postcards in London."

"My dear, one travels for something more than to send postcards. I want to write my name on Shakespeare's tomb."—*Exchange*.

ELEGY

The curfews toll the knell of parting day
A line of cars winds slowly o'er the lea;
The pedestrian plods his absent-minded way,
And leaves the world quite unexpectedly.

—*Arizona Teacher*.